

INFANTS A & B
AGES 5-7 YEARS



MINISTRY of EDUCATION,
YOUTH AFFAIRS & CULTURE

Attainment Targets

INFANTS A & B
AGES 5 - 7 YEARS

*Small
Nursery & Primary*

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INTRODUCTION

An Outcomes-Based approach to education is one of the features of the curriculum reform initiative of the Ministry of Education, Youth Affairs and Culture. With this in mind, teachers have developed expected learning outcomes or *attainment targets* for each class level in the individual subject disciplines.

Attainment targets state the specific knowledge, skills and attitudes which pupils are expected to achieve by the end of each class in primary school. They are intended to serve as guides for teachers and parents to monitor the progress of pupils. These targets show the sequential and progressive development of pupils' learning experiences, thereby making it easier to identify areas of weakness and to provide the necessary interventions in a timely and efficient manner.

Parents must appreciate that in this booklet, concepts across each subject area are stated. However, the methodology to be used will reflect a thematic approach which enables more holistic teaching and allows the child to transfer concepts and skills learnt in one discipline to other learning areas.

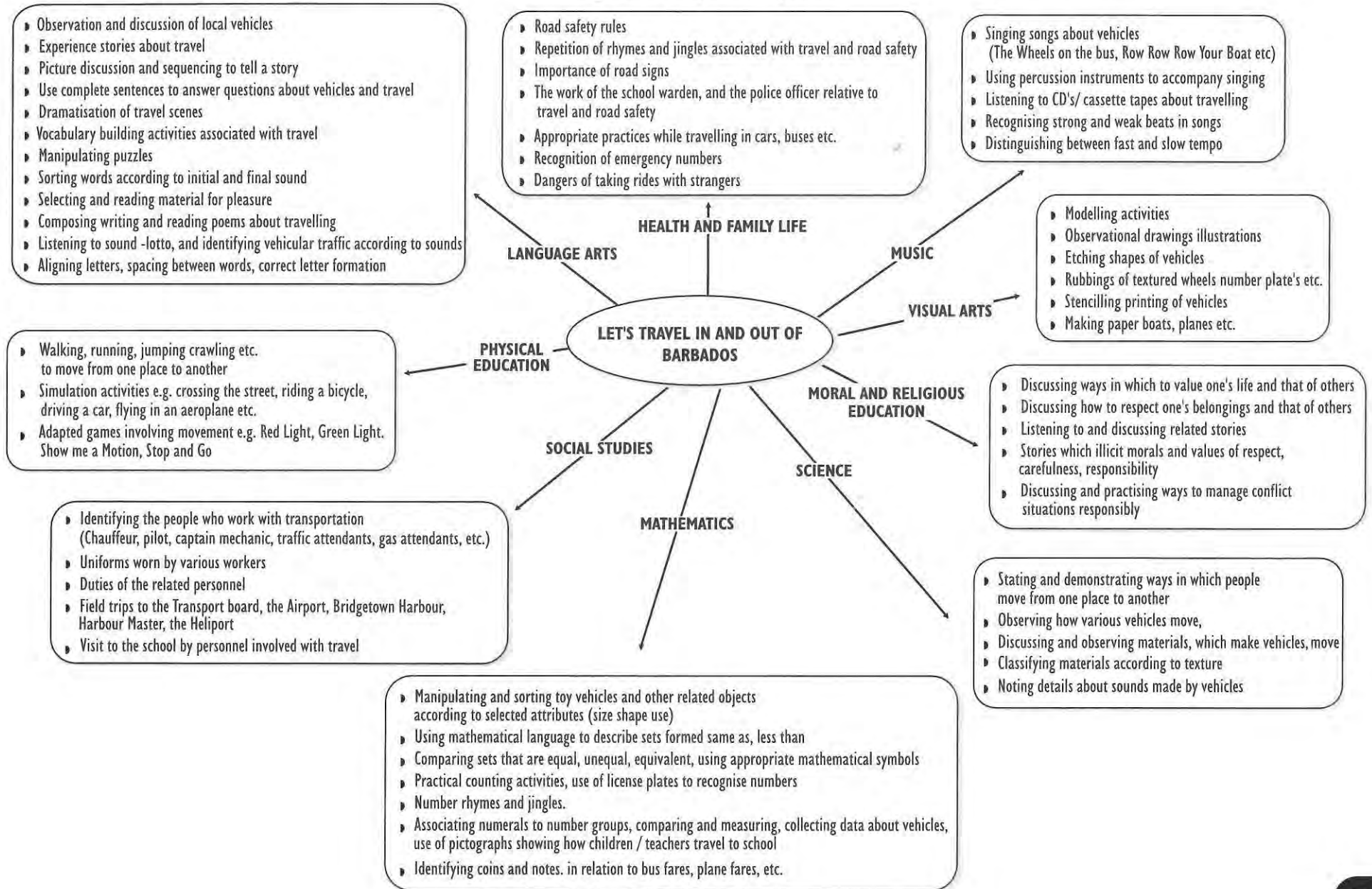
Social and Emotional Learning and an integration of the Arts are also new features of Curriculum Reform. Attainment Targets which represent the infusion of these new features across the curriculum are also included. The integration of the Cultural and Performing Arts will have a three-fold benefit. It will reinforce the knowledge and skills of the individual subject area; it meets the objectives of the social and emotional learning skills; and it lays the foundation for the development of expertise in the particular cultural discipline.

Moreover, art forms can be used as stimuli for the preservation of our cultural heritage and the inculcation of an appreciation for a cultural tradition which must be passed on from generation to generation.

It is believed that when social and emotional learning is reinforced through artistic and cultural expression, students are more likely to be rooted in a positive value system designed to effect behavioural change.

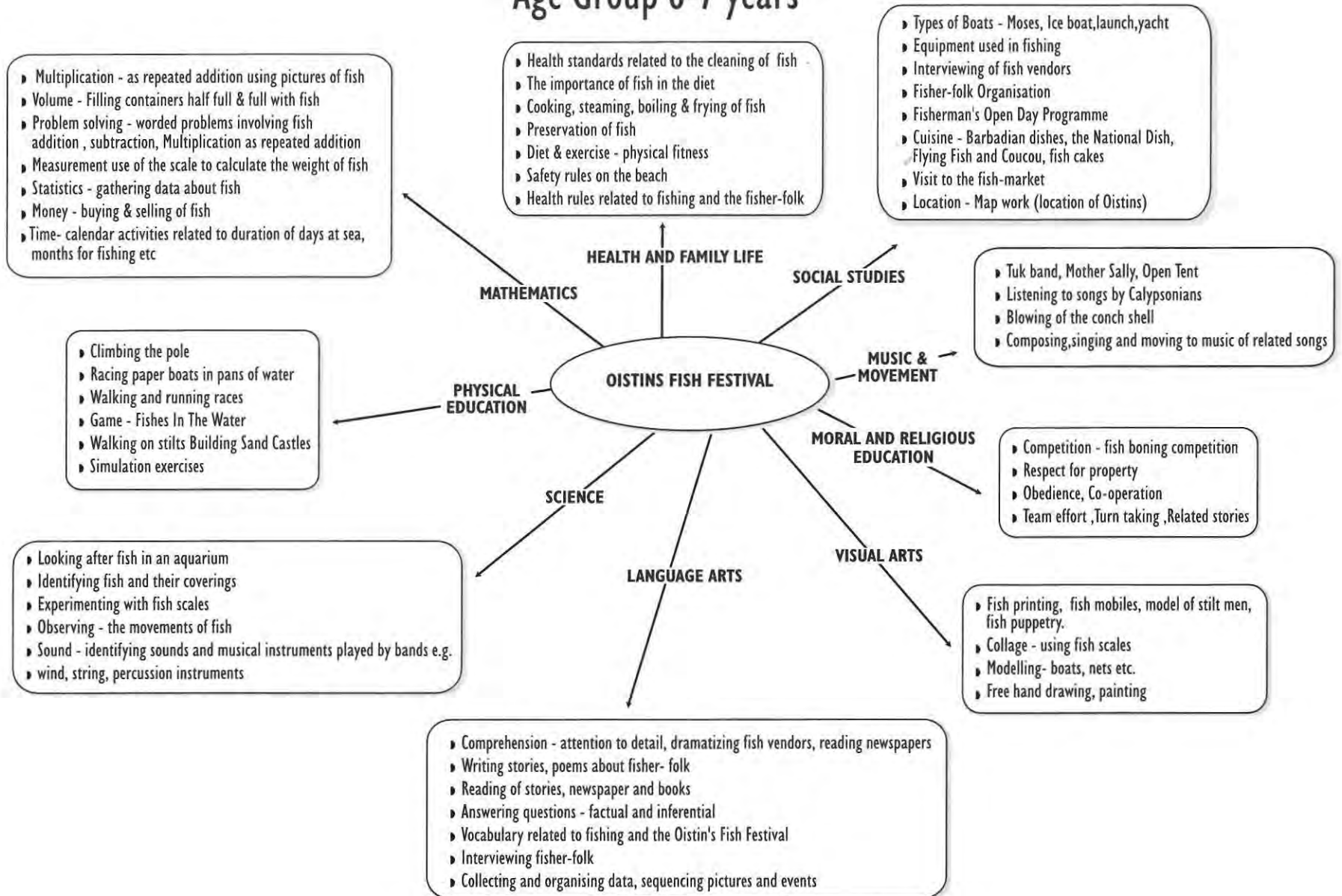
CURRICULUM WEB

Age Group 5-6 years



CURRICULUM WEB

Age Group 6-7 years



ATTAINMENT TARGETS

Early Childhood

The central graphic features a black and white photograph of a family—a man, a woman, and two children—smiling and embracing. The photo is set within a dotted rectangular border. Overlaid on the photo is the text 'Self FAMILY' in a stylized font, with 'Self' in a large, elegant script and 'FAMILY' in a smaller, bold, sans-serif font. To the right of the photo, the word 'Community' is written vertically in a large, elegant script font.

SOCIAL AND EMOTIONAL

LEARNING

INFANTS A

AGES 5-6

YEARS

Engage in activities which promote socially acceptable behaviour.

The pupil should be able to:

- demonstrate self management skills while engaging in various activities during the school day (e.g. group projects, queuing for lunch);
 - display an understanding of and practice social norms in appearance and expression (e.g. personal grooming, hygienic practice, use of polite expressions);
- clearly state likes and dislikes using civil tones.

Engage in activities which promote self-control.

The pupil should be able to:

- express varied emotions appropriately (e.g. fear, anger, sadness, pride, excitement, affection);
- identify and differentiate between positive and negative emotions in self and others;
- recognize that there are multiple ways of solving problems peacefully (e.g. discussion, compromise);
- display some measure of empathy towards others;
- accept and display socially acceptable values and attitudes (e.g. tolerance, trust, fairness, sharing, honesty)

Engage in activities that highlight the importance of the family.

The pupil should be able to:

- recognize that he/she belongs to a family;
- demonstrate a loving and caring attitude towards family members (e.g. being considerate and helpful);
- relate in a positive manner to siblings (e.g. initiating interaction, negotiating disputes);
- demonstrate responsibility at home by assisting with household chores.

Develop planning and

organizational skills.

The pupil should be able to:

- expand and refine the ability to integrate feelings and thinking with language;
- differentiate the emotional needs and feelings of different people in different context, in response to adult prompting and assistance;
- recognize and resist inappropriate touching, and unwanted sexual behaviours.

Engage in activities that enable one to function in the school and the community.

The pupil should be able to:

- develop an appropriate attention span;
- perform at one's maximum ability;
- display initiatives in various settings;
- acquire security in repetition and routines;
- recognize the importance of obeying dress codes and codes of discipline, show pride in uniforms and in the school;
- demonstrate curiosity about how and why things happen;
- accept responsibility for and explore their environment;
- experience positive feelings about self and in the ability to succeed;
- display self-confidence and trust and recognize that adults in school and the community can be helpful.

INFANTS B

AGES 6-7

YEARS

Engage in activities which promote socially acceptable behaviour.

The pupil should be able to:

- demonstrate self management skills while engaged in activities during the school day (e.g. turn taking, queuing, group work);
- display an understanding of social norms in appearance and language (e.g. personal grooming and hygiene, use of polite expressions);
- articulate likes and dislikes in civil tones and behaviour.

Engage in activities which promote self-control.

The pupil should be able to:

- express and indicate a variety of emotions appropriately (e.g. pride, affection, enthusiasm, anger, disappointment);
- identify and differentiate between negative and positive emotions in self and others;
- recognize that there are multiple ways of solving problems (e.g. negotiation, compromise etc.);
- display empathy by demonstrating an awareness of thoughts, feeling and experiences of others;
- demonstrate some measure of honesty, fairness, trust worthiness, dependability and respectability.

Engage in activities that highlight the importance of the family.

The pupil should be able to:

- recognize that he/she belongs to a family;
- relate positively to siblings, demonstrate a willingness to share, initiate discussion and negotiate in conflict situations;
- demonstrate the importance of making contributions at home by engaging in chores and other responsibilities;
- exhibit a loving and caring attitude towards family members.

Develop planning and organizational skills.

The pupil should be able to:

- expand and refine the ability to integrate feelings and thinking with language, explaining or complementing that which can be expressed only in action;
- identify and differentiate his/her emotions and feelings of other people in different settings with or without prompting or assistance from an adult;
- recognize and resist inappropriate touching, sexual behaviours.

ATTAINMENT TARGETS

Infants A&B

Engage in activities that enable one to function in the school and the community.

The pupil should be able to:

- ▶ show increased attention span;
- ▶ demonstrate the ability to work enthusiastically at his/her maximum capability;
- ▶ display self confidence in routine activities;
- ▶ demonstrate good work habits;
- ▶ recognize the importance of obeying dress codes and codes of discipline;
- ▶ show pride in uniform and in school;
- ▶ demonstrate curiosity about how and why things happens;
- ▶ accept responsibility for the environment;
- ▶ display self confidence and trust, believe that he/she is special and expect assistance from adults in the school/community;
- ▶ understand similarities and differences in physical appearance e.g. skin colour, physical disabilities.



ATTAINMENT TARGETS

Infants A & B



ATTAINMENT TARGETS*Infants A&B*

INFANTS A

AGES 5-6

YEARS

Oral engagement with language, thoughts, ideas, feelings, and experiences.

The pupil should be able to:

- ▶ create and use sentences that make statements;
- ▶ create and use sentences that ask questions;
- ▶ create and use sentences that show excitement;
- ▶ exhibit grammatical competence out of language use;
- ▶ ask appropriate questions in a discussion;
- ▶ respond to a question intelligibly;
- ▶ introduce, welcome, and thank visitors;
- ▶ read a text independently to an audience (book, poem, etc.);
- ▶ repeat speech training rhymes and jingles;
- ▶ participate in choral speaking;
- ▶ take turns in a discussion;
- ▶ listen to a speaker without interruption;
- ▶ exhibit appropriate behaviour for entering a conversation.

Comprehension and response to literary and media texts.

The pupil should be able to:

- ▶ listen and respond to texts by retelling the story, drawing, writing, etc.;
- ▶ express a point of view by relating texts to their own experiences;
- ▶ relate stories, poems, etc. to their experiences;
- ▶ identify with a main character by talking about the character;
- ▶ dramatize up to five events in a story;
- ▶ enact a role played by a selected character;
- ▶ ask for clarification;
- ▶ select and read high-interest texts;
- ▶ read texts for clarification;
- ▶ read and respond to texts by dramatizing events;
- ▶ predict and discuss cartoons;
- ▶ view and discuss educational video clips, current and cultural events, selected stories;
- ▶ make comparisons between video presentations and printed stories;
- ▶ read news sheets, posters, functional environmental print and summarize information to others;
- ▶ evaluate a character for likes and dislikes;

- ▶ predict and represent outcomes for stories;
- ▶ suggest alternative versions of stories;
- ▶ interpret pictures, photos, diagrams.

Auditory, visual perceptual skills and memory enhancement.

The pupil should be able to:

- ▶ manipulate puzzles with varying degrees of difficulty;
- ▶ listen to and complete accurately 4 or 6 formal instructions;
- ▶ listen and respond to environmental sounds, tape-recorded sounds and music;
- ▶ fit pegs into a peg-board;
- ▶ lace cards to make different patterns and for concept development (in, out, around, through, etc.);
- ▶ match similar shapes and objects to facilitate left to right progression;
- ▶ identify likenesses and differences in shapes, letters, words and sentences;
- ▶ withdraw a specific shape from among other superimposed shapes;
- ▶ engage in visual recall activities.

ATTAINMENT TARGETS

Infants A&B

Effective processing and communication of information.

The pupil should be able to:

- ✦ engage in pre-writing activities for composing (diagrams, brainstorming);
- ✦ write compositions about himself/herself, important persons and areas of interest;
- ✦ investigate a topic through project work;
- ✦ formulate questions and interview personnel on specific topics of interest;
- ✦ record observations for sharing with various audiences;
- ✦ write simple explanations;
- ✦ write a letter, invitation, and text for greeting card.

Enhancement of emergent literacy behaviours.

The pupil should be able to:

- ✦ select varied reading material according to special interest;
- ✦ read and interpret various texts (concept books, picture books, trade books, etc.);
- ✦ represent ideas by drawing, printing, and making models;
- ✦ show enjoyment while being read to;
- ✦ listen and respond to oral patterning with increasing complexity (rhymes, predictable texts);
- ✦ relate events in stories to his/her own experiences;
- ✦ retell a story (verbally and through drawings);
- ✦ write and verbalize his/her thoughts spontaneously;
- ✦ show a positive disposition to handling books;
- ✦ use pictures with text to relate experiences;
- ✦ talk to others about his/her writing;
- ✦ sequence between 4 and 9 pictures to tell a story;
- ✦ dictate experiences to tell a story;
- ✦ explain how to do or make things;
- ✦ write short sentences;
- ✦ recognise high-frequency words;
- ✦ recognise likenesses and differences in pictures and print.

The collaborative and collegial approach to learning.

The pupil should be able to:

- ✦ take turns in a discussion;
- ✦ listen to a speaker without interruption;
- ✦ exhibit appropriate behaviour for entering a conversation;
- ✦ work collaboratively and cooperatively in groups on projects;
- ✦ **design simple postcards;**
- ✦ conference with peers to improve standard of work

INFANTS B

AGES 6-7

YEARS

Oral engagement with language, thoughts, ideas, feelings, and experiences.

The pupil should be able to:

- ▮ engage in speech training rhymes and jingles; (relevant to themes and projects);
- ▮ participate in choral speaking;
- ▮ use voice, language and figures of speech to enhance oral language;
- ▮ listen and respond to peers in problem solving groups, showing attention to tasks;
- ▮ form and state an opinion through listening to the response of others;
- ▮ request clarification;
- ▮ take a cooperative part in a conversation;
- ▮ formulate questions based on own experiences;
- ▮ use vocabulary appropriate to the situation;
- ▮ take turns in a discussion;
- ▮ listen to a speaker without interruption;

- ▮ use different types of sentences with increasing complexity;
- ▮ speak Standard English with guidance;
- ▮ listen attentively and consciously to perform speaking task;
- ▮ exhibit grammatical competence out of language use;
- ▮ introduce, welcome and thank visitors;
- ▮ read a text independently to an audience. (book, poem, etc.).

Comprehension and response to literary and media texts.

The pupil should be able to:

- ▮ read a variety of texts (expository, narrative) for different purposes;
- ▮ state the main purpose of a text;
- ▮ interpret a given text in a variety of ways; (mime, painting, dramatize, model);
- ▮ retell texts with increasing complexity, individually or in groups;
- ▮ enact a role played by a selected character;
- ▮ read a text and respond to it in a variety ways; (retelling, drawing, writing, dramatizing, making presentations, etc.);
- ▮ express a point of view by relating it to the text;

- ▮ relate texts read, (stories, poems, informational texts, etc.) to his/her experiences;
- ▮ identify with a main character by talking about that character;
- ▮ dramatize up to five events in a story;
- ▮ enact a role played by a selected character;
- ▮ ask for clarification;
- ▮ select and read a variety of high-interest texts;
- ▮ read printed texts and view media texts for clarification;
- ▮ predict and discuss comic cartoons;
- ▮ view and discuss educational video clips, current and cultural events, selected stories;
- ▮ make comparisons between video presentations and printed stories;
- ▮ read a text (news sheets, posters, functional environmental print) and present a summary of that information to others;
- ▮ evaluate a character for likes and dislikes;
- ▮ infer characters' feelings and motives from their actions;
- ▮ predict and represent outcomes for stories;
- ▮ suggest alternative versions of stories;
- ▮ interpret pictures, photos, diagrams.

ATTAINMENT TARGETS*Infants A & B***Auditory, visual perceptual skills and memory enhancement.***The pupil should be able to:*

- ▶ manipulate puzzles of between 20 and 40 pieces;
- ▶ listen to and complete accurately, formal instructions of increasing complexity;
- ▶ listen and respond to environmental sounds, tape-recorded sounds and music;
- ▶ recite poems, children's hymns - up to 16 lines - that are related to specific topics/themes; ("The Pencil," "The Dustman," etc.)
- ▶ sew cards to make complex patterns;
- ▶ use pegboards to create mosaic patterns;
- ▶ participate in letter/word games (picture lotto, spell master, word bingo, junior scrabble, computer software such as Reader Rabbit, etc.) to reinforce language concepts; (digraphs, blends, medial and final sounds, prefixes, etc.);
- ▶ sequence words to make sentences; (definite and indefinite article; punctuation, verbs, nouns, adjectives, pronouns);
- ▶ sequence 4 to 6 sentences to make coherent paragraphs (connectives, signal words such as first, next, then, finally, before, after, etc.);
- ▶ match similar shapes, objects and words to facilitate memory;

- ▶ identify patterns in word families, etc.;
- ▶ identify smaller words from bigger words;
- ▶ create compound words;
- ▶ engage in games to develop memory;
- ▶ withdraw a specific object from among other superimposed objects

Effective processing and communication of information.*The pupil should be able to:*

- ▶ engage in pre-writing activities for composing (diagrams, brainstorming);
- ▶ write compositions about themes/topics; (Myself, My Pet, etc.);
- ▶ investigate a topic through project work;
- ▶ formulate questions and interview personnel on specific topics of interest;
- ▶ record observations for sharing with various audiences;
- ▶ write simple explanations;
- ▶ write a letter, invitation, and text for greeting card.

Enhancement of emergent literacy behaviours.*The pupil should be able to:*

- ▶ show a positive disposition to reading and writing;
- ▶ select varied reading material according to themes/topics;
- ▶ read and interpret various texts; (concept books, picture books, trade books, etc.);
- ▶ represent ideas by drawing, printing, and making models;
- ▶ show enjoyment while being read to;
- ▶ listen and respond to oral patterning with increasing complexity; (rhymes, predictable texts);
- ▶ relate events in stories to their own experiences;
- ▶ verbalize and write their thoughts spontaneously;
- ▶ show a positive disposition to handling books;
- ▶ use pictures with text to relate experiences;
- ▶ talk to others about their writing;
- ▶ sequence between 6 and 12 pictures to tell a story;
- ▶ dictate experiences to tell a story;
- ▶ explain how to do or make things;
- ▶ write short sentences;
- ▶ recognise frequently used/sight words;
- ▶ recognise likenesses and differences in pictures and print.

ATTAINMENT TARGETS

Infants A&B

The collaborative and collegial approach to learning.

The pupil should be able to:

- ▮ take turns in a discussion;
- ▮ listen to a speaker without interruption;
- ▮ exhibit appropriate behaviour for entering a conversation;
- ▮ work collaboratively and cooperatively in groups on projects;
- ▮ design simple postcards;
- ▮ conference with others to complete tasks.

ATTAINMENT TARGETS

Infants A & B

MATHEMATICS



MATHEMATICS

ماتھ

INFANTS A

AGES 5-6

YEARS

Develop problem-solving behaviours in simulated everyday situations and in the various Centres of Interest.

The pupil should be able to:

- ▮ use pictographs to represent information; (favourite colour, birthdays, boys in class, girls in class, etc)
- ▮ classify objects/numbers into groups/sets up to 50;
- ▮ **count in ones up to 100;**
- ▮ **count in twos up to 20;**
- ▮ create patterns of halves and quarters by folding, shading and cutting paper;
- ▮ use created patterns to solve problems;
- ▮ **use drawings to model and solve problems.**

flash
cards

Develop an understanding of and an ability to apply simple mathematical language in realistic situations. Perform simple mathematical operations.

The pupil should be able to:

- ▮ use mathematical language to show an understanding of:
 - left, right, before, after, same as, fewer than, big, small, little, empty, full, holds more, holds less, top, bottom, over, under, between, among, altogether, in all, more than, less than, add to, take from, part, whole, half, quarter, make groups of , make bundles of;
- ▮ write numerals 1 to 50;
- ▮ read and write number names to 50;
- ▮ make sets of objects/pictures beyond 10;
- ▮ read, write and use ordinal numbers 1st to 10th;
- ▮ recognize and use the property of zero;
- ▮ bundle material in groups of 10 to 100
- ▮ build numbers 10 through 20 by bundling; (straws, etc.)
- ▮ state the place value of any digit in a two-digit number;
- ▮ **use the number line for; (comparing numbers; sequencing numbers; skip counting; adding; subtracting)**
- ▮ combine and partition sets to solve problems;
- ▮ perform addition with regrouping to tens only;
- ▮ perform addition without regrouping;
- ▮ perform subtraction with regrouping to tens only;
- ▮ perform subtraction without regrouping;
- ▮ classify objects/numbers into groups/sets up to 50;
- ▮ use symbols to show comparison; (< > =)
- ▮ draw and name plain shapes (square, circle, triangle, rectangle, oval, heart) using templates for patterning;
- ▮ classify 2-D shapes according to common attributes; (sides, corners, faces)
- ▮ identify 3-D shapes; (cube, sphere, cylinder, cone)
- ▮ construct and interpret simple pictographs, bar graphs as they relate to children's experiences.

ATTAINMENT TARGETS*Infants A & B*

Demonstrate an understanding of, and an ability to apply measurement terms, identify relationships between and among measurement concepts, and engage in measurement activities.

The pupil should be able to:

- develop concept of time through practical activities and everyday experiences; (morning, afternoon, evening, night, today, tomorrow, yesterday, etc.)
- name and use the days of the week and months of the year in sequence;
- match time on the clock with an event; (lunch time, telecast time, airplay time, etc.)
- tell the time by the hour and half hour;
- read dates from the calendar;
- use non-standard/standard units to measure length and height of objects;
- use non-standard/standard units to measure distances within the immediate environment;
- measure perimeter of objects using non-standard units such as paper clips;
- use standard units to measure capacity, up to 1 litre;
- explore the area of familiar objects using non standard units;
- measure the mass of familiar objects using a kitchen scale;
- use mathematical language associated with measurement for describing relationships among objects;
- use coins in number combinations up to 50 cents;
- recognize relationships between the values of different coins.



INFANTS B

AGES 6-7

YEARS

Develop problem-solving behaviours in simulated everyday situations.

The pupil should be able to:

- ▮ collect data using observation, interviews and questionnaires in relation to project work;
- ▮ use concrete materials to present data collected (pictographs, bar graphs, tables);
- ▮ interpret information from pictographs, bar graphs, pie charts and tables; (the most, the least, more than, less than, etc.)
- ▮ make conclusions from the presented data;
- ▮ classify objects/numbers into groups/sets up to 100;
- ▮ count in ones to 100
- ▮ count in twos to 100;
- ▮ count in fives to 100;
- ▮ count in tens to 100;
- ▮ express addition facts beyond 10 by forming groups of 10;

- ▮ solve word problems involving addition, subtraction and multiplication;
- ▮ use the collective noun that represents a number; (score, dozen, double, triple, decade, century)
- ▮ create patterns of halves and quarters by folding, shading and cutting paper;
- ▮ use created patterns to solve problems;
- ▮ use drawings to model and solve problems.

Develop an understanding of and an ability to apply simple mathematical language in realistic situations. / Perform mathematical operations during learning Centre activities.

The pupil should be able to:

- ▮ use mathematical language to show an understanding of; (before, after, same as, fewer than, greater than, empty, full, holds more, holds less, between, among, altogether, add to, find the difference, part, whole, half, quarter, etc.),
- ▮ read, write and use cardinal numbers beyond 50;
- ▮ read, write and use ordinal numbers 1st to 31st;
- ▮ recognize and use the property of zero;
- ▮ bundle material in groups of 10;
- ▮ build numbers up to hundreds by bundling; (straws, match-sticks, etc.);
- ▮ state the place value of any digit in a three digit number; (Hundreds, Tens and Ones);
- ▮ use expanded notation to demonstrate number worth;
- ▮ use the number line for comparing numbers; sequencing numbers;
- ▮ skip counting; adding; subtracting;
- ▮ perform addition with regrouping;
- ▮ perform subtraction with regrouping;
- ▮ sort objects into groups for building early multiplication concepts;
- ▮ perform multiplication with and without regrouping;
- ▮ perform division with a remainder; (practical activities with pictorial representations only);
- ▮ perform division without a remainder;
- ▮ use symbols to show comparison; (< > =);
- ▮ use the vocabulary associated with mathematical operations; (add, sum of, plus, sum, more, less, take away, make less, minus, subtract, difference, equal to, multiply, product, divide, quotient, etc.);
- ▮ demonstrate addition as the inverse of subtraction starting with everyday, practical activities;
- ▮ demonstrate multiplication as the

ATTAINMENT TARGETS*Infants A & B*

- inverse of division;
- ▮ demonstrate the commutative property of multiplication;
- ▮ name and identify the whole and parts of the whole;
- ▮ define a fraction in relation to the whole;
- ▮ compare unit fractions in relation to the whole;
- ▮ combine fractional parts to make a whole;
- ▮ solve simple word problems involving fractions;
- ▮ draw and name plain shapes (square, circle, triangle, rectangle, oval, heart, pentagon, diamond) using templates;
- ▮ identify plain shapes as seen in the faces of cubes, cuboids and cylinders;
- ▮ identify open and closed figures;
- ▮ classify 2-D shapes according to common attributes; (sides, corners, faces);
- ▮ identify 3-D shapes; (cube, sphere, cylinder, cone);
- ▮ construct and interpret tables, pictographs and bar graphs with increasing difficulty;
- ▮ interpret given pie charts to develop statistical concepts. (more than, less than, smallest, least liked, etc.).

Demonstrate an understanding of, and an ability to apply measurement terms, identify relationships between and among measurement concepts, and engage in measurement activities.

The pupil should be able to:

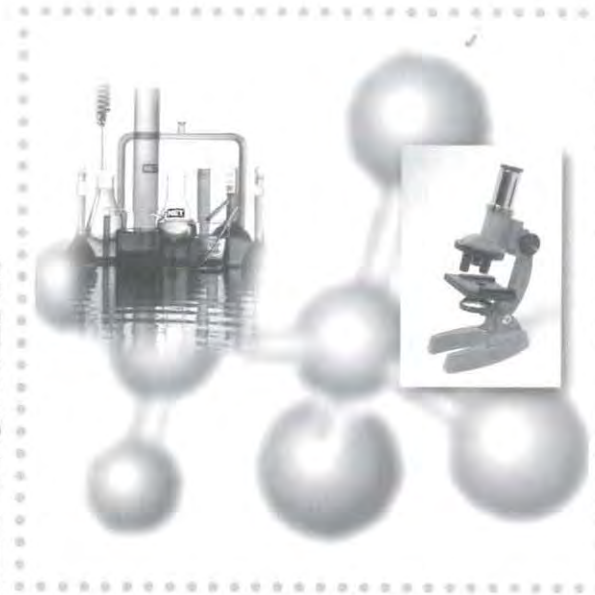
- ▮ understand the terms related to time; (short hand, minute hand, long hand, hour hand);
- ▮ tell time by hour, half hour and quarter hour using the analog clock;
- ▮ use digital clock to read the time;
- ▮ record the time as the hour, half past, quarter to, quarter past;
- ▮ estimate time intervals; (long time, short time, yesterday, tomorrow, last week, week-end, today, last month, last year)
- ▮ use the calendar to tell important dates; (birthdays, festivals, vacation, names of the days of the week, months of the year)
- ▮ compare lengths and heights of objects;
- ▮ use standard units to measure lengths; (centimetre, metre);
- ▮ estimate distances and lengths of various objects within the school environment;
- ▮ measure perimeter of objects using nonstandard units;
- ▮ compare capacity of various standard and nonstandard containers; (measuring spoons, cups);
- ▮ use nonstandard units to estimate volume; (holds more, holds less);
- ▮ use standard units to measure capacity, up to 1 litre;
- ▮ estimate the area of regular shapes by counting squares;
- ▮ measure the mass of familiar objects using a kitchen scale;
- ▮ use mathematical language associated with measurement for describing relationships among objects;
- ▮ use coins and notes in money transactions with and without change;
- ▮ investigate the equivalence of coins and bills;
- ▮ solve simple problems with money. (shopping sums).

ATTAINMENT TARGETS

Infants A&B

INTEGRATED

SCIENCE



INFANTS A

AGES 5-6

YEARS

Understand that all matter has properties that can be observed and measured.

The pupil should be able to:

- ▮ describe and compare objects according to their attributes; (e.g. type, texture, colour, size and shape);
- ▮ recognize that materials can exist as liquid, solid or gas;
- ▮ experiment with and observe that materials can change their physical properties by mixing, cutting, heating, freezing;
- ▮ use standard units of measure to determine quantities;
- ▮ recognise that many things are made of smaller pieces, different amounts and various shapes.

Explore living things, their life cycles and their habitat.

The pupil should be able to:

- ▮ identify the basic needs of all living things;
- ▮ differentiate between living and nonliving things;
- ▮ observe and record change in growth of plants and animals;
- ▮ state the different ways in which animals move;
- ▮ match by pairing animal movement to type of body part used;
- ▮ associate animals with their young;
- ▮ associate animals with their homes;
- ▮ associate animals with the sounds they make;
- ▮ state some things which live:
 - (a) in water;
 - (b) on land;
- ▮ observe and discuss how plants and animals are dependent on each other for survival;
- ▮ sow seeds in jars, observe how they grow;
- ▮ care for pets, watch how they feed, grow and reproduce.

Explore the properties of materials in the environment, note changes and make predictions.

The pupil should be able to:

- ▮ recognize patterns of weather;
- ▮ use correct terms to describe different kinds of weather and note how these changes affect our daily lives;
- ▮ make predictions about weather patterns (dry seasons, wet season);
- ▮ describe and illustrate natural phenomena associated with the weather; (lightning, thunder, rainbow);
- ▮ illustrate the effects of weather patterns on the environment; (pools, puddles, drought);
- ▮ create a pictograph and analyze data; (e.g. number of sunny days, number of rainy days);
- ▮ identify sources of light and state the importance; (e.g. sun, moon, electricity);
- ▮ differentiate between day and night;
- ▮ state some sources and uses of water;
- ▮ observe and classify materials according to whether they float or sink when placed in water;
- ▮ discuss and state ways in which one can conserve water.

ATTAINMENT TARGETS

Infants A&B

Develop an understanding about how people, animals and objects move from one place to another.

The pupil should be able to:

- demonstrate how different body parts move; (bending, crouching, stretching, curling, rolling);
- move from one place to another by a variety of methods; (walking, running, creeping etc.);
- differentiate between pushing and pulling;
- distinguish items which can be moved by the forces of wind, and/water;
- classify toys/objects according to method used to propel them; (things with wheels, battery operated toys, things which move by electricity).



ATTAINMENT TARGETS*Infants A & B*

INFANTS B

AGES 6-7

YEARS

Explore living things, their life cycles, and their habitats.

The pupil should be able to:

- identify the basic needs of all living things;
- differentiate between living and nonliving things;
- observe and record changes in growth (e.g. plants, animals, children)
- describe and compare the characteristics of plants and animals;
- state ways in which animals move and classify them according to their method of movement;
- recognise that living things have offspring that resemble their parents;
- find out about the habitats of plants and animals;
- recognise that there are different kinds of living things that exist in a variety of environments;
- observe how plants and animals are dependent on each other for survival;
- discover that all living things grow, feed and reproduce;

Understand that all matter has properties which can be observed and measured.

The pupil should be able to:

- describe, classify and compare objects according to their attributes (e.g. type, texture, colour, size and shape)
- observe that materials exist in different states (e.g. solid, liquid, gas);
- experiment with materials and record how they change their physical properties by cutting, heating and freezing (e.g. heating causes water to boil, cutting causes change in colour, quantity, shape, freezing changes liquids to solids)
- use standard and nonstandard units of measure to determine quantities;
- recognise that many things are made of smaller pieces, different amounts and various shapes, (e.g. plants, puzzles, fruit salad, clothing etc.)

Explore the properties of materials in the environment, notice changes and make predictions.

The pupil should be able to:

- recognise changes in weather;
- use correct terms to describe different kinds of weather e.g. sunny, rainy, windy;
- observe and record changes in the daily weather and note how these changes affect our daily lives;
- make predictions about weather patterns e.g. dry season, wet season, hurricane;
- describe and illustrate natural phenomena associated with the weather e.g. rainbow, thunder, lightning;
- illustrate the effects of weather patterns on the environment e.g. pools, puddles, drought;
- identify and classify sources of light (e.g. natural and artificial)
- observe and record comparisons between day and night;
- discover how positions of the sun affect length and position of shadows;
- state and record the sources and uses of water;
- perform experiments to determine how objects behave in water and tabulate findings;
- identify and discuss the characteristics of animals which live in water;
- discuss and practice ways of conserving water.

Understand that people and objects move by different methods.

The pupil should be able to:

- ▶ demonstrate and record ways in which various parts of the body move;
- ▶ experiment with and record different methods of movement while going from one place to another;
- ▶ experiment with, identify and tabulate objects which can be moved by pushing and pulling;
- ▶ observe, identify and record objects which can be moved by the forces of nature; (wind, water);
- ▶ demonstrate and describe how a variety of toys can be made to move; (e.g. electricity, battery cells, wheels);
- ▶ classify objects according to how they move.



SOCIAL



STUDIES

ATTAINMENT TARGETS*Infants A&B*

INFANTS A AGES 5-6 YEARS

Relate basic facts and understandings about people, places and the environment.*The pupil should be able to:*

- identify the four cardinal points; (north, south, east west)
- use a map to locate places of interest in the community; (e.g. insert places of interest on a teacher made map using spatial-relational concepts such as: next to, far from, opposite, near to, etc.)
- discuss how climate influences the physical surroundings, clothing worn, shelter, transportation and recreation;
- state how families meet their basic needs;
- discuss ways in which the natural resources are used in daily living;
- demonstrate an awareness of the environment through exploration;
- describe modes of transportation used to move people and products from one place to another;

- describe the similarities and differences in the physical features of various districts; state how changes in communication have affected the daily lives of people;
- listen to, view and discuss stories, poems and other media about people from other countries;
- identify/dramatise selected roles of family members in a variety of settings.

Develop an awareness of basic concepts related to government and citizenship.*The pupil should be able to:*

- identify rules and responsibilities at home and at school;
- discuss the responsibilities of authority figures at home, and in the community; (e.g., parents, teachers, police officers etc.)
- demonstrate knowledge of some individual rights and responsibilities;
- understand some basic civic values; (e.g. fair play, good sportsmanship, individual responsibility)
- state the name, title, portfolio of persons in political and or Government Office; (Minister Of Education, Constituency Representative, the Prime Minister and the Governor General)

Develop an awareness of and an appreciation for the local and other cultures.*The pupil should be able to:*

- participate in art forms from various cultures; (e.g. dance, music)
- participate in patriotic songs;
- identify ways in which people in different cultures live, work, play, travel and communicate;
- apply calendar time to events in school and community; (e.g. the School's Anniversary, Sports-Day, National Festivals-NIFCA, Crop Over, Religious Festivals-Christmas, Easter etc.)
- recognize the national dish and other cultural foods and be willing to sample some of these.

ATTAINMENT TARGETS

Infants A&B

Express an appreciation for the contributions of various nation builders.

The pupil should be able to:

- discuss some significant aspects of the lives and accomplishments of the National Heroes of Barbados; (e.g. Errol Walton Barrow, Sir Grantley Adams, Sir Garfield Sobers etc.)
- acquire basic knowledge about the national symbols and persons who are associated with these emblems; (e.g. the national flag, the national anthem, the national pledge etc.)
- exhibit appropriate behaviours and attitudes towards persons in authority; (parents, school personnel, law enforcement officer, dignitaries)
- observe and exhibit rules of protocol in respect for national symbols; (stand at attention when National Anthem is being sung etc.)
- state /identify/draw/dramatise the main ideas found in folklore fables, legends, myths, and holidays from around the world that reflect the beliefs, ways of living and traditions of various cultures.

Demonstrate an understanding and an awareness of the interdependence between people / countries and how they contribute to economic growth and development.

The pupil should be able to:

- state ways in which to demonstrate thrift;
- discuss ways in which people rely on each other for goods and services;
- demonstrate social interaction skills in day to day living and show respect for rules and regulations in multicultural settings;
- demonstrate a positive attitude towards schoolwork and homework and recognize that there is value, reward, dignity and pride in hard work;
- discuss and demonstrate methods of conservation of various resources; (electricity, gas, water, food, etc.)
- discuss and engage in activities which foster sustainable development; (e.g. correct disposal of refuse, protecting and conserving our ecology, growing plants at home and school, planting trees on the school's compound, using paper instead of plastic etc.)
- show an appreciation for everyday provisions; (school meals, money, clothing, school property etc.)

- understand the difference between buying and selling both locally and internationally;
- demonstrate knowledge of the various community workers and the importance of their work to the society; (e.g. policeman, sanitation worker, postman, agricultural worker etc.)
- recognize that goods and services must be paid for either by individuals or by the state.

ATTAINMENT TARGETS*Infants A&B***INFANTS B
AGES 6-7
YEARS****Relate basic facts and understandings about people, places and the environment.***The pupil should be able to:*

- extend and refine knowledge of the cardinal points;
- understand the concept of distance, relative location and spatial relationships;
- locate parishes, places of interest in the community on a map;
- understand ways in which climate, location and physical surroundings affect the way people live; (e.g. food, clothing, shelter, transportation, work, recreation)
- state how imports and exports help families in different places to meet their basic needs of clothing, food and shelter;
- name ways in which people have modified the physical environment; (building roads, clearing land for development, manufacturing products)
- identify and locate some places of national interest on a map; (e.g. Folkstone Marine Park, Gun Hill Signal Station, Farley Hill National Park etc.) and discuss their importance to national development

Develop an awareness of basic concepts related to government and citizenship.*The pupil should be able to:*

- participate in making class rules, discuss the importance of rules and the consequences of breaking rules;
- state some of the rights of the child and recognize that rights come with responsibilities;
- state some benefits and consequences of fulfilling /not fulfilling responsibilities; (e.g., praise, approval, punishment, hurt, etc.)
- discuss and demonstrate characteristics of good citizenship; (e.g. truthfulness, honesty, fair play, good sportsmanship, justice, equality)
- state the name, title of persons in political and/or Government Office; (Minister Of Education, Constituency Representative, the Prime Minister and the Governor General)
- show respect for self and others;

Develop an awareness of and an appreciation for the local and other cultures.*The pupil should be able to:*

- identify some works of art that reflect the cultural heritage of the community; (e.g. paintings, monuments etc.)
- recite rhymes, songs, poems that foster an appreciation for transmitting cultural beliefs and history;
- discuss ways in which people of different cultures live, work, play, travel, and communicate;
- relate dates to events in school and community; (School Observances, Religious Festivals –e.g. Duvali, Kwannza, Christmas etc., National festivals – Oistin's Fish Festival, Hometown Festival)
- relate the main ideas found in selected folklore, fables, legends, myths, and holidays.

ATTAINMENT TARGETS*Infants A&B***Express an appreciation for the contributions of the various nation builders and show respect for the national symbols.***The pupil should be able to:*

- ▶ state basic information about the first settlers at Holetown;
- ▶ discuss significant aspects of the lives and accomplishments of the National Heroes of Barbados; (e.g. Sir Gariffield Sobers, Sir Frank Walcott, Sara Ann Gill, Charles Duncan Oneal etc.) and significant persons in the community;
- ▶ explain ways in which selected festivals and ceremonies transmit cultural history and beliefs; (Remembrance Day, Independence Day, National Heroes Day, Emancipation Day etc.)
- ▶ extend and refine knowledge and understanding of the national symbols; (e.g. the national flag, the coat of arms, currency, the symbol of the flying fish)
- ▶ observe and exhibit rules of protocol in respect for national symbols;
- ▶ exhibit appropriate behaviours and attitudes towards persons in authority; (parents, teachers, school personnel, law enforcement officers, dignitaries;)
- ▶ acquire basic knowledge about the national symbols and persons who are associated with these emblems; (e.g. the national flag, the national anthem, the national pledge etc.)

Demonstrate an understanding and an awareness of the interdependence between people / countries and how they contribute to economic growth and development.*The pupil should be able to:*

- ▶ discuss how limited resources affect the choices people make in everyday situations;
- ▶ differentiate between human resources, natural resources (water, land, sun, sea) and capital (tools, equipment) and relate ways in which they are used in the production of goods and services;
- ▶ make economic choices based on the availability of resources;
- ▶ identify community workers and their roles;
- ▶ state the characteristics of a job that is well done;
- ▶ state the benefits of gainful legal employment;
- ▶ discuss ways in which business places are competitive and state some of the things consumers do in order to make choices in the purchase of goods and services;
- ▶ discuss ways in which individuals contribute to banking;
- ▶ state ways in which people of different countries are dependent on each other for goods and services.
- ▶ discuss ways in which to demonstrate thrift;

- ▶ discuss ways in which people rely on each other for goods and services;
- ▶ demonstrate social interaction skills in day to day living and show respect for rules and regulations in multicultural settings;
- ▶ demonstrate a positive attitude towards schoolwork and homework and recognise that there is value, reward, dignity and pride in hard work;
- ▶ discuss and demonstrate methods of conservation of various resources; (electricity, gas, water, food, etc.)
- ▶ discuss and engage in activities which foster sustainable development; (e.g. correct disposal of refuse, protecting and conserving our ecology, growing plants at home and school, planting trees on the school's compound, using paper instead of plastic etc.)
- ▶ show an appreciation for everyday provisions;
- ▶ illustrate how to avoid wastage of resources;
- ▶ discuss the difference between buying and selling both locally and internationally;
- ▶ state basic information about various community workers and the importance of their work to the society; (e.g. policeman, sanitation worker, postman, agricultural worker etc.)
- ▶ describe how goods and services are paid for either by individuals or by the state.

ATTAINMENT TARGETS

Infants A&B



MUSIC

MUSIC

INFANTS A

AGES 5-6

YEARS

Develop an appreciation for music.

The pupil should be able to:

- discuss how different kinds of music make one feel;
- demonstrate a general awareness of sound;
- select and describe sounds made by a variety of sound sources;
- recognise pitch (high/low);
- recognise dynamics (loud/soft);
- recognise duration (long/short);
- recognise isolated accent beat by performing appropriate movement;
- identify the accented word;
- develop the ability to “unwind”;
- distinguish between a tensed and relaxed body.

Respond to music stimuli by performing specified tasks.

The pupil should be able to:

- recall and imitate simple rhythmic patterns by clapping and by playing untuned percussion instruments;
- recall and imitate simple melodic patterns by singing;
- imitate and recall simple melodic patterns by playing tuned percussion instruments;
- perform appropriate body movements to chants, poems, or recorded music;
- walk to beat of songs and poems;
- co-ordinate hands to play games involving pulse activity;
- perform specific movement to the beat of music;
- recall and participate in a wide ranging repertory of songs appropriate to the age group;
- participate as member of a group involved in making music;
- perform specific actions during specific phrasing of a song;
- engage in activities to develop body control;
- participate in activities to enhance vocal tone;
- respond to musical selections appropriately;

Participate in creating music.

The pupil should be able to:

- mime to music;
- dramatize to music;
- dance to simple rhythm;
- combine an arrangement of rhythm patterns in order to provide a simple accompaniment to a song;
- combine an arrangement of melodic patterns in order to provide a simple accompaniment to a song;
- use percussion instrument to play pulse of songs or recorded music;
- participate in simple improvisation using voice in response to a direct stimulus;
- participate in simple improvisation using instruments in response to a direct stimulus;
- invent a melody or a short composition using voice;
- invent a melody or a short composition using instruments.

INFANTS B

AGES 6-7

YEARS

Develop an appreciation for music.

The pupil should be able to:

- ▮ engage in repeated listening to recorded music;
- ▮ watch and listen to performances (solos, orchestra);
- ▮ recognize and identify instruments by sound;
- ▮ view video tapes of short dance performances;
- ▮ recognise isolated accented beat by performing appropriate movement;
- ▮ identify the accented word;
- ▮ identify the beginning and ending of musical phrasing;
- ▮ identify the number of phrases in a song or poem;
- ▮ listen to musical CDs, cassette tapes;
- ▮ relax to music;
- ▮ distinguish between a tensed and relaxed body;

Respond to music stimuli by performing specified tasks.

The pupil should be able to:

- ▮ play a tuned instrument (recorder, etc.);
- ▮ play percussion instruments;
- ▮ perform appropriate body movement to chants, poems, songs or recorded music;
- ▮ walk to beat of songs and poems;
- ▮ co-ordinate hands to play games involving pulse activity;
- ▮ perform simple folk dances;
- ▮ participate in action songs;
- ▮ play specific parts of songs using percussion instruments;
- ▮ exercise to chanting and music;
- ▮ participate as a member of a group involved in making music;
- ▮ respond to the accented beat appropriately;
- ▮ perform specific actions during specific phrasing of a song;
- ▮ solve musical problems using appropriate software; participate in activities which will decrease tension;
- ▮ participate in activities to enhance vocal tone;
- ▮ respond to musical selections appropriately.

Participate in creating music.

The pupil should be able to:

- ▮ make up words and music;
- ▮ construct percussion instruments;
- ▮ combine an arrangement of rhythmic patterns in order to provide a simple accompaniment to a song;
- ▮ combine an arrangement of melodic patterns in order to provide a simple accompaniment to a song;
- ▮ use percussion instrument to play pulse of songs or recorded music;
- ▮ participate in simple improvisation using voice;
- ▮ participate in simple improvisation using instruments;
- ▮ invent a melody or a short composition using voice;
- ▮ invent a melody or a short composition using instruments;
- ▮ dance creatively to current music;
- ▮ compose a tune using appropriate software;
- ▮ select sounds made by a variety of sound sources;
- ▮ describe sounds made by a variety of sound sources.

ATTAINMENT TARGETS

Infants A&B

HEALTH



& FAMILY LIFE

INFANTS A

AGES 5-6

YEARS

Awareness of self, family and others.

The pupil should be able to:

- ▮ describe self in terms of physical appearance, gender, likes and dislikes;
- ▮ show a range of feelings such as wonder, joy;
- ▮ make representational drawings to express feelings;
- ▮ use appropriate language to express feelings;
- ▮ identify family members and relationships other than parents and siblings (aunt, uncle, cousin etc.);
- ▮ display self confidence when interacting with others;
- ▮ show appropriate self-respect;
- ▮ establish effective relationships with other children and adults;
- ▮ demonstrate independence in dressing and other self-help skills;
- ▮ show sensitivity to the needs and feelings of others;
- ▮ begin to respect and support individual differences and persons with different abilities;

- ▮ dramatise and discuss different family roles;
- ▮ draw pictures and/or write short sentences about activities done within the family;
- ▮ use the social graces appropriately (thank you, excuse me please, pardon me, may I have? etc.);
- ▮ work independently and cooperatively in groups;
- ▮ show appreciation for own work and that of others.

Good personal hygiene and healthy habits.

The pupil should be able to:

- ▮ brush teeth correctly;
- ▮ ensure that nails and hair are well-groomed with the assistance of parents;
- ▮ wash hands before meals, after use of toilets, etc.;
- ▮ use handkerchief, tissues, etc.;
- ▮ use bathroom facilities appropriately and independently;
- ▮ identify community helpers and discuss the contribution each makes in the home, school, and community (e.g. nurse, doctor, dentist, janitor, general worker, sanitation worker);
- ▮ participate in school and community environmental projects designed to foster good health habits among

- ▮ school children (dental health project, road safety project, healthy lifestyle, colour competitions etc.);
- ▮ manage conflict situations through the use of language rather than physical reaction;
- ▮ use expressive statements to communicate discomfort with inappropriate activity (“No, I am not going to do that,” “No, I am not going with you,” “No, thank you.”);
- ▮ distinguish between a “safe” touch and an “unsafe” touch.

Awareness of and appreciation for the various sense organs.

The pupil should be able to:

- ▮ identify the sense organs and relate their uses to daily living;
- ▮ demonstrate healthy habits in taking care of the sense organs;
- ▮ engage in activities which will enhance auditory discrimination skills;
- ▮ engage in visual awareness activities which will foster good eyesight;
- ▮ engage in tactile experiences to facilitate the use and development of touch and feel (rough, smooth, hard, soft, dry, wet, etc.);
- ▮ discriminate between differing taste (bitter, sweet, sour, acid);

ATTAINMENT TARGETS*Infants A&B*

- discriminate between differing smells and odours (fresh, clean, pleasant, fragrant, stale, offensive, pungent, etc.);
- empathize with and support peers who are visually impaired, hearing impaired or who are otherwise challenged.

Elements of a healthy lifestyle.

The pupil should be able to:

- recognise the importance of food for living (gives energy, builds strong bones and teeth, protects against diseases, healthy bodies, etc.);
- classify foods into groups (“Go foods” - energy givers, “Grow foods” - proteins/body builders, “Glow foods” - vitamins and minerals);
- state the different sources of food (animal, plant, other sources such as milk, eggs, cheese, etc.);
- prepare simple recipes (fruit/vegetable salads, sandwiches, local drinks, etc.);
- demonstrate a knowledge of the nutritional value of foods;
- make illustrations to show a healthy meal;
- select pictures and design a chart to show a balanced diet;
- select and eat healthy snacks;
- demonstrate an awareness of what drugs are and their importance in health care;

- distinguish between legal and illegal drugs;
- state some legal and illegal drugs;
- state the dangers of using illegal drugs;
- participate in exercises and games which will enhance body growth and wellbeing;
- engage in activities to show strength, balance and agility;
- demonstrate team work in games and other play activities;
- understand the importance of adequate rest and sleep;
- move confidently and imaginatively with increasing control and coordination.

Safety at home, school and the wider community.

The pupil should be able to:

- talk about the danger of playing with matches, electrical equipment, outlets and sharp objects;
- explain the danger of playing with polythene bags, abandoned large appliances;
- discuss the danger of eating unknown fruits and berries;
- explain the danger of speaking with food in the mouth;
- select safe places to play;

- discuss the danger in throwing stones and other objects (blocks, crayons, books, etc.);
- demonstrate an avoidance of play which is harmful to himself/herself and others;
- access help when in danger;
- recall and use emergency numbers;
- recall own telephone number and address;
- recall the telephone number of a close relative in case of emergency;
- discuss the danger of taking rides and /or accepting gifts from strangers;
- demonstrate an awareness of the danger of sitting on the lap of strangers without adult supervision;
- recognise the difference between a “good” and a “bad” touch;
- demonstrate an understanding of the danger of playing in water without adequate supervision;
- demonstrate an understanding of the danger of flying kites near power lines.

The prevention and control of infections and communicable diseases.

The pupil should be able to:

- explain how germs are spread;
- explain how common diseases can be prevented or controlled (ringworms, conjunctivitis, eczema, chicken pox, etc.);
- explain the importance of immunization in the fight against diseases;
- name and identify people who keep us healthy;
- describe the roles of people who keep us healthy;
- explain in simple terms, the meaning of HIV/AIDS;
- explain reasons for taking proper care of cuts and bruises;
- explain reasons for avoiding contact with the blood and body fluids of others;
- explain the importance of not playing with discarded syringes, needles, condoms, balloons, gloves, etc.



ATTAINMENT TARGETS*Infants A&B*

INFANTS B

AGES 6-7

YEARS

Awareness of self, family and others.*The pupil should be able to:*

- ▮ describe self in relation to other family members;
- ▮ identify family members and relationships other than parents and siblings;
- ▮ display self-confidence when interacting with others;
- ▮ speak about the roles and responsibilities of family members within the home;
- ▮ mime, dramatize and discuss chores done within the home;
- ▮ display healthy attitudes within the family;
- ▮ speak about the festivals celebrated in the home;
- ▮ communicate with relative ease with peers, teachers, and other persons in their environment;
- ▮ demonstrate care and concern for peers and others in distress;
- ▮ play an active role in simple family chores (wash dishes, sweep and dust, dispose of refuse appropriately, tidy up after own self);
- ▮ respect and support individual differences in others;
- ▮ draw pictures and/or write short sentences about activities done within the family;
- ▮ demonstrate manners and politeness in everyday situations;
- ▮ work independently and cooperatively in groups;
- ▮ value his/her own work and that of others.
- ▮ identify community health personnel and discuss their roles (janitor, general worker, sanitation worker, public health inspector, nurse, dentist, doctor.);
- ▮ engage in school and community environmental projects designed to foster good health habits among school children; (dental health projects, road safety projects, clean up campaigns, etc.);
- ▮ use language confidently and meaningfully to manage conflict situations;
- ▮ use expressive statements to communicate discomfort with inappropriate activity (e.g. “No, I am not going to do that,” “No, I am not going with you.” “No, thank you.”);
- ▮ distinguish between a “safe” touch and an “unsafe” touch and respond appropriately.

Good personal hygiene and healthy habits.*The pupil should be able to:*

- ▮ engage in physical activities to promote agility and strength;
- ▮ brush teeth independently and correctly;
- ▮ dress self independently;
- ▮ show an understanding of basic health rules and use them appropriately (wash hands, cover coughs and sneezes, avoid spitting in public, dispose of refuse appropriately, etc.);
- ▮ use bathroom facilities appropriately;

ATTAINMENT TARGETS*Infants A&B***Awareness of and appreciation for the various sense organs.***The pupil should be able to:*

- understand and appreciate the functions of the senses;
- state the names of the sense organs;
- relate the sense organs to everyday living;
- demonstrate healthy habits in taking care of the sense organs;
- state what is meant by the terms “blind, mute, deaf, physically challenged”;
- engage in activities which will further develop audio-perceptual skills;
- engage in activities which will foster good eyesight;
- engage in tactile experiences which will further enhance the development of the sense of touch and feel;
- differentiate between a variety of taste; (bitter, sour, sweet, acid);
- discriminate between differing smells and odours (fresh, clean, pleasant, fragrant, offensive, stale, etc.);
- empathise with and support peers who are visually impaired, hearing impaired or who are otherwise challenged.

Elements of a healthy lifestyle.*The pupil should be able to:*

- state the importance of food for living (gives energy, builds strong bones and teeth, protects against diseases, ensure healthy bodies etc.);
- classify foods into groups; (“Go foods” - energy givers, “Grow-food” - proteins/ body builders, “Glow-foods” - vitamins and minerals);
- discuss the different sources of food; (animal, plant, processed foods);
- state the importance of water to healthy living;
- select foods based on their nutritional value;
- differentiate between breakfast, lunch and dinner;
- prepare simple local salads, cookies and drinks with supervision;
- state some legal and illegal drugs;
- recognise the dangers of illegal drugs;
- participate in exercises and games which enhance body growth and well being;
- engage in activities to show strength and agility;
- demonstrate team work in games and other play activities;
- demonstrate turn-taking and fair play in games and other activities;
- understand the importance of adequate rest and sleep;
- move confidently and imaginatively with increasing control and coordination.

Safety at home, school and the wider community.*The pupil should be able to:*

- explain the danger of playing with materials, equipment and appliances which could be hazardous;
- explain the danger of eating unknown fruits and berries;
- explain the danger of speaking with food in the mouth;
- recall and use emergency numbers appropriately;
- recall personal address and telephone number;
- recall or know where to locate the telephone number of a close relative in case of an emergency;
- discuss the danger of taking rides and/or accepting gifts from strangers;
- understand the danger associated with sitting on the lap of strangers without responsible adult supervision;
- distinguish between safe and unsafe play areas.

ATTAINMENT TARGETS

Infants A&B

The prevention and control of infections and communicable diseases.

The pupil should be able to:

- ▶ state how germs are spread;
- ▶ find out how common diseases can be prevented or controlled (ringworms, conjunctivitis, eczema, chicken pox, dengue fever, leptospirosis, tetanus)
- ▶ state the importance of immunization in the fight against diseases;
- ▶ explain in simple terms, the meaning of HIV/AIDS;
- ▶ state the importance of taking proper care of cuts and bruises;
- ▶ explain the importance of avoiding contact with the blood and body fluids of others;
- ▶ explain the importance of not playing with discarded syringes, needles, condoms, balloons, gloves, etc.;
- ▶ discuss the reasons for keeping garbage covered;
- ▶ find out how to prevent mosquito breeding;
- ▶ talk about some harmful household pests and their control.



ATTAINMENT TARGETS

Infants A&B

MORAL & RELIGIOUS



EDUCATION

ATTAINMENT TARGETS

Infants A&B

INFANTS A

AGES: 5-6

YEARS

Pupils are exposed to information and discussion about self.

The pupil should be able to:

- ▶ state basic information about himself/herself;
- ▶ share stories, songs and poems that demonstrate an appreciation of self;
- ▶ demonstrate responsibility for self (e.g. caring for one's body; performing duties);
- ▶ demonstrate confidence in self and abilities (e.g. express individual views, perform given task with confidence);
- ▶ exercise self control in various situations (e.g. when provoked or angry).

Pupils are exposed to values and morals which help to build community.

The pupil should be able to:

- ▶ recognise that God is the Father of us all;
- ▶ engage in activities to make and keep friends (e.g. sharing, showing kindness);
- ▶ acknowledge God's gifts to mankind (the gift of life, our bodies, our families, God's love, gifts of nature);
- ▶ engage in honest practices (truthfulness, fair play, not taking belongings of others);
- ▶ demonstrate kindness to individuals and animals;
- ▶ express gratitude in daily interactions with others;
- ▶ develop a sense of trust for parents, caregivers and reputable members of the community;
- ▶ obey instructions and rules which are designed to ensure his/her well-being.

Pupils are encouraged to express an appreciation for different religions and their festivals.

The pupil should be able to:

- ▶ identify different types of religions within the community;
- ▶ discuss basic similarities and differences of existing religious bodies within the community;
- ▶ state the names of different festival celebrations within the community (Christmas, Easter, Hanukkah, Duvali, Kwanzaa) ;
- ▶ discuss how some of these festivals are celebrated in our community.

RELIGIOUS

INFANTS B

AGES: 6-7

YEARS

Pupils are exposed to information and discussion about self and others.

The pupil should be able to:

- state and record general information about himself/herself;
- share stories, songs and poems (religious and other) that demonstrate an appreciation of self;
- demonstrate responsibility for self (e.g. caring for one's body; performing assigned duties);
- demonstrate confidence in self through the expression of individual opinions, performance of specific tasks;
- exercise self control in various situations (e.g. when provoked; when angry).

Pupils are exposed to values and morals which help to build community.

The pupil should be able to:

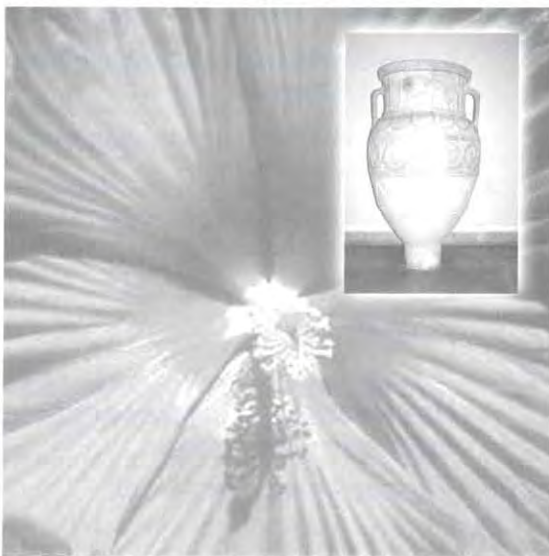
- recognise God as Father of all creation;
- acknowledge and discuss God's gifts to us: our bodies, parents, family; his love and gifts of nature;
- engage in activities to build lasting friendships: (sharing, waiting one's turn; being kind);
- engage in honest behaviour (speaking the truth, fair play);
- exhibit kindness to persons and to animals;
- show gratitude in his/her day-to-day interactions;
- identify persons in whom he/she can trust and give reasons;
- obey rules governing behaviour and state possible consequences for disobedience.

Pupils are encouraged to express an understanding of and an appreciation for different religions and their festivals.

The pupil should be able to:

- name religions found in the community;
- discuss similarities and differences in religions;
- discuss some festival celebrations and explain their significance; (Harvest, Thanksgiving, Christmas, Easter, Whitsuntide, Ascension, Duvali, Kwanza, Hanukkah.)

VISUAL



ARTS

ATTAINMENT TARGETS

Infants A&B

INFANTS A AGES 5-6 YEARS

Observe, draw, and paint in creative ways.

The pupil should be able to:

- ▮ draw portraits of self, family members and friends with more realistic features;
- ▮ make representational drawings of objects in the environment with increasing detail;
- ▮ create designs by using a variety of media;
- ▮ identify a number of basic colours (red, blue, yellow, orange, purple green, black, white, brown);
- ▮ mix two or more colours and observe the emergence of new colours.

Work individually and cooperatively with a variety of media.

The pupil should be able to:

- ▮ make papier maché objects using the tear and paste method;
- ▮ combine two or more pieces of discarded materials (boxes, rolls, wood, bottle covers, etc.) to create something new;
- ▮ decorate masks to depict cultural themes;
- ▮ create and use puppets for miming and dramatizing;
- ▮ sew a simple lacing card using “in and out,” “around and through” techniques;
- ▮ make loop chains following a repeated pattern.

Use a variety of media to express feelings and emotions.

The pupil should be able to:

- ▮ draw and paint pictures which reflect emotion (happy, sad, etc.);
- ▮ use mixed media to create faces which express several emotions;
- ▮ manipulate pliable materials by pounding, pinching, and slapping to give expression to a variety of feelings (anger, frustration, excitement, etc.);
- ▮ listen to a piece of music and paint to it;
- ▮ paint a piece of art as a form of relaxation.

Demonstrate competence in the use of equipment and materials.

The pupil should be able to:

- ▮ hold scissors correctly when cutting paper;
- ▮ crush and tear paper to create collages;
- ▮ fold paper /card backward and forward to make objects (fans, lanterns, flowers etc.);
- ▮ thread large buttons, beads, bottle caps, etc. in a repeated / creative pattern;
- ▮ use a variety of media to compose a picture;
- ▮ apply paint smoothly and evenly to surfaces.

Develop an appreciation for art.

The pupil should be able to:

- ▮ focus on own work or that of peers and describe it (answer questions such as Who? What? Where? When? in relation to art creation);
- ▮ relate the things described in a piece of artwork to own experiences;
- ▮ select pieces of art work for display or assessment and give reasons for the selection;
- ▮ suggest a title for a picture and say why the title is appropriate;
- ▮ participate in field trips to observe works of art (class displays, open days, NIFCA).

INFANTS B

AGES 6-7

YEARS

Observe, draw and paint in creative ways.

The pupil should be able to:

- ▮ discover, observe and become sensitive to line, texture and colour in the environment;
- ▮ “take a line for a walk” to create a design (doodling);
- ▮ draw portraits of self, family members and friends with increasing detail;
- ▮ use a combination of shapes to create patterns and pictures (letters, templates, etc.);
- ▮ illustrate events (stories, news, themes from other subject areas);
- ▮ use given space adequately.

Work individually and co-operatively while using a variety of media.

The pupil should be able to:

- ▮ prepare and use papier maché for completing projects;
- ▮ make original “assemblages” of 3-D objects from a variety of materials (fabric scraps, wood scraps, styrofoam, rolls, etc.);
- ▮ create models of objects of interest;
- ▮ create and decorate masks to depict cultural themes;
- ▮ demonstrate imaginative skills through dramatization with puppets;
- ▮ weave simple patterns from paper or card.

Use a variety of media to express feelings and emotions.

The pupil should be able to:

- ▮ show effective use of brush, finger, and other objects in painting;
- ▮ paint with various media (water, poster paint, food dyes);
- ▮ draw and paint to depict emotion (sad, happy, frightened, surprise, etc.);
- ▮ manipulate pliable materials by pounding, pinching, slapping, and kneading to give expression to a variety of feelings (anger, frustration, etc.);
- ▮ hammer bits of wood to create projects.

Demonstrate competence in the use of equipment and materials.

The pupil should be able to:

- ▮ wipe brush appropriately before applying paint to surfaces;
- ▮ hold scissors correctly when cutting paper or card to create objects (loop chains, flowers, baskets, windmills, etc.);
- ▮ use canvas needles, skein thread and wool to develop basic stitches (running stitch, cross stitch, overcast stitch) on burlap/canvas;
- ▮ use large size sewing needles to fray material for decoration;
- ▮ make cross and running stitches on gingham;
- ▮ complete a sewing card of varying complexity;
- ▮ weave simple patterns using over and under and around and through techniques;
- ▮ fold paper to make objects (boats, aeroplanes, kites, etc.);
- ▮ wrap and tie yarn to make objects (pompoms, yarn dolls, chicks, etc.);
- ▮ use thumb prints and dots for decoration (greeting cards, posters, etc.).

ATTAINMENT TARGETS

Infants A&B

Develop an appreciation for art.

The pupil should be able to:

- ▮ visit art exhibitions (class displays, open days, NIFCA presentations, The National Art collection etc.);
- ▮ observe own work and that of others and describe the same;
- ▮ interpret own artwork and that of others by answering questions such as, “ what is the picture suggesting to you ?”, “What title would you give to it?” etc. “Can you tell me why ...?”,
- ▮ analyse a piece of work by responding to questions such as “Why did you choose ...?” “What does the picture remind you of?” “What do you think would happen if ...?”
- ▮ make judgements about own art and that of others by responding to questions such as (What do you like/ not like about the picture?”, “How would you make it different?”, “Why do you think....?” “What would you do to ...?”)

VISUAL ARTS



ATTAINMENT TARGETS

Infants A&B



PHYSICAL

EDUCATION

ATTAINMENT TARGETS*Infants A&B*

INFANTS A

AGES 5-6

YEARS

Demonstrate fundamental motor and non-locomotor skills.

The pupil should be able to:

- ▮ develop primary gymnastic skills (crawl, roll, scoot, creep, slide, balance);
- ▮ run, walk, hop, skip, gallop;
- ▮ walk on tiptoe;
- ▮ alternate feet while going up and down stairs;
- ▮ imitate movements of things in the environment (animals, trees, birds);
- ▮ vary speeds in movement on a continuum;
- ▮ run in pairs;
- ▮ jump in to, out of, over a hoop;
- ▮ run around and through a hoop;
- ▮ balance a bean bag or similar object on different parts of the body;
- ▮ bounce, roll, strike and catch a ball;
- ▮ bounce ball repeatedly;
- ▮ skip if two adults turn the rope;
- ▮ aim ball, bean bag, paper plane at a given target;

- ▮ ride a bicycle with/without training wheels;
- ▮ use a bat to hit a ball against a wall or other surface;
- ▮ demonstrate two complex ball skills: dribble, bounce and catch, hit a ball with a bat.

Exhibit an awareness of space in relation to self and others.

The pupil should be able to:

- ▮ judge space and distance and manoeuvre self and equipment safely;
- ▮ develop and practise behaviour that reflects an understanding of safety;
- ▮ explore and experience space;
- ▮ demonstrate problem solving skills in relation to space.

Demonstrate muscular coordination.

The pupil should be able to:

- ▮ exhibit good co-ordination of body parts;
- ▮ balance in a variety of positions using specified body parts;
- ▮ engage in aerobic exercises to promote flexibility;
- ▮ begin to develop good body posture;
- ▮ walk a balance beam forward, backward, sideways with limited control;
- ▮ stand on one foot for ten seconds;
- ▮ turn somersault / do a forward roll;
- ▮ do a co-ordinated kick with backward and forward movement, leg swing, arm opposite and follow-through;
- ▮ take two or more co-ordinated steps prior to kicking a ball;
- ▮ swing independently.

ATTAINMENT TARGETS

Infants A & B

Refine and extend manipulative skills previously acquired.

The pupil should be able to:

- ▶ throw objects overhand, underhand and sideways with increasing accuracy;
- ▶ toss and catch objects;
- ▶ throw and catch objects simultaneously;
- ▶ throw a ball with body rotation and a forward step;
- ▶ catch a tennis ball with both hands.

Develop and practice behavior reflective of good sportsmanship.

The pupil should be able to:

- ▶ participate in co-operative games;
- ▶ develop team spirit;
- ▶ participate in competitive games;
- ▶ demonstrate respect for persons, equipment and materials;
- ▶ routinely follow playground rules;
- ▶ consistently solve problems in difficult social situation;
- ▶ resolve problems with peers using substitution, persuasion or negotiation;
- ▶ play co-operatively with others in games which involve group decision making.



INFANTS B

AGES 6-7

YEARS

Demonstrate fundamental motor and non-locomotor skills.

The pupil should be able to:

- ▶ develop and refine primary gymnastic skills; run, walk, hop, skip, crawl, gallop;
- ▶ imitate movement of things in the environment (e.g. animals, birds, trees);
- ▶ vary speeds in movement on a continuum from slow to fast;
- ▶ manipulate hoops using various body parts, (e.g. arms, waist, legs);
- ▶ balance bean bags or similar object on different parts of the body;
- ▶ bounce, roll, strike and catch a ball;
- ▶ bounce ball with continuous momentum;
- ▶ skip using jump rope;
- ▶ aim and throw ball/beanbag with increasing accuracy;
- ▶ ride a bicycle;
- ▶ use a bat, hit a ball against a wall or other surface with greater accuracy;

Exhibit an awareness of space in relation to self and others.

The pupil should be able to:

- ▶ judge space and distance and manoeuvre self and equipment safely;
- ▶ develop and practice behavior that reflects an understanding of safety;
- ▶ explore and experience space.

Demonstrate muscular co-ordination.

The pupil should be able to:

- ▶ exhibit increasing co-ordination of body parts;
- ▶ balance in a variety of positions using specified parts of the body;
- ▶ engage in aerobic exercises to promote flexibility;
- ▶ demonstrate good body posture;
- ▶ walk a balance beam forward, backward, sideways with control;
- ▶ walk on an imaginary line;
- ▶ swing independently.

Refine and extend manipulative skills previously acquired.

The pupil should be able to:

- ▶ throw objects;
- ▶ toss and catch objects;
- ▶ throw and catch simultaneously;
- ▶ demonstrate two complex ball skills: dribble, bounce/catch; hit a ball with a bat.

Develop and practice behavior reflective of good sportsmanship.

The pupil should be able to:

- ▶ participate in co-operative games;
- ▶ develop team spirit;
- ▶ demonstrate respect for persons, materials and equipment;
- ▶ adhere to rules for using equipment safely;
- ▶ play competitive games;
- ▶ play co-operatively with others;
- ▶ engage in games which necessitate group-decision-making skills
- ▶ play simple games without adult facilitation.

PERFORMING

ARTS

- P** Personal
- E** Empowerment
in
- A** Arts
and
- C** Creative
- E** Education



**Integrating Values
through the use of
the Performing Arts**

ATTAINMENT TARGETS

Infants A&B

INFANTS A AGES 5 – 6 YEARS

LANGUAGE ARTS

Use Drama and Dance to develop language and communicative skills while fostering personal growth and social interaction.

The pupil should be able to:

- ▶ use mime and sound to create the atmosphere of a story being read by the teacher;
- ▶ use movement and dance to advance the plot of a story;
- ▶ memorise and present poems in choral form;
- ▶ use jumbled pictures as stimuli for the sequential ordering of a story to be presented in dramatic form;
- ▶ use the strategy of **Role-on-the-Wall** to explore the likes and dislikes of characters;
- ▶ engage in puppetry to present a story line which predicts the outcome or alternative solution to a story-telling exercise;

- ▶ role play given scenarios which encourage appropriate conversational behaviour (e.g. awaiting one's turn; welcoming and introducing newcomers etc.);
- ▶ combine imitation, costuming and role play to read given texts to appropriate audiences (e.g. television announcer; teacher; weather presenter etc.).

VALUES TO BE TAUGHT:

Self-expression
Self-awareness
Self-control
Consideration
Courtesy
Patience
Team-building
Respect
Creativity

ATTAINMENT TARGETS

Infants A & B

MATHEMATICS

Use dramatic media to promote problem-solving techniques and to enhance decision-making strategies as a means of reinforcing mathematical concepts as well as to highlight necessary life skills.

The pupil should be able to:

- ▶ work co-operatively in groups using music and movement to create patterns which emphasise the concepts of wholes, halves and quarters;
- ▶ use simple dance steps and clapping rhythms to reinforce counting in twos, fives, tens up to 50;
- ▶ engage in the singing and action game “Simon Says” to promote the understanding and use of appropriate mathematical language;
- ▶ use story-line characters and costuming to role play negotiating experiences at Centres of Interests where pupils can engage in activities that develop the concepts of money and measurement;
- ▶ use **Personification** and **Physical Statues** to highlight and distinguish the properties of 2D and 3D Shapes;

- ▶ use the action game “What’s the time Mr. Wolf” to dramatise activities associated with given times presented on the class clock;
- ▶ combine movement and Games Structures to reinforce the concept of ordinals from 1st to 10th.

VALUES TO BE TAUGHT:

Accuracy
 Respect
 Co-operation
 Patience
 Kindness
 Obedience
 Responsibility
 Self-control

INTEGRATED SCIENCE

Use theatrical activity to encourage an understanding of the environment while sensitizing students to the importance of caring and protecting their surroundings.

The pupil should be able to:

- ▶ use the “Atom Game” to illustrate that matter is made up of small pieces, different amounts and various shapes and in so doing foster interaction among students;
- ▶ use simple dance improvisations to reinforce the states of liquids, solids and gases;
- ▶ engage in movement activities combined with appropriate sounds created by the students to explore the different ways in which people, animals and objects move;
- ▶ use **Personification** to differentiate between living and non-living things;

- ▮ utilise mime and movement to reinforce growth, feeding and reproduction of seeds and in so doing promote the responsibility and care associated with plants;
- ▮ engage in role play activities to demonstrate the effects of weather changes on our daily lives and the adaptation of the same;
- ▮ combine sound, dance, music and mood to illustrate natural phenomena associated with weather (e.g. lightning, thunder, rainbow);
- ▮ use torch-lights, costuming and role play to explore the differences between day and night.

VALUES TO BE TAUGHT:

Sensitivity
 Appreciation
 Responsibility
 Respect
 Time-management
 Love for nature
 Environmental Awareness

SOCIAL STUDIES

1. Use the Performing Arts to foster self development, social interaction and an appreciation and understanding of one's environment.

The pupil should be able to:

- ▮ use **Games Structures** to reinforce the concept of Cardinal Points;
- ▮ use the strategy of **Personification** to increase knowledge of natural resources and how they are used in daily living;
- ▮ combine improvisation and props to explore the development of communication from drum to internet;
- ▮ dramatise selected family roles in various environments and situations;
- ▮ engage in **Role-Reversal** activities which highlight the importance of authority figures and demonstrate respect for the same;

- ▮ use the technique of **Hot-Seating** to gain knowledge of the importance of community workers and in so doing develop an appreciation and respect for the same.

VALUES TO BE TAUGHT:

Appreciation
 Responsibility
 Consideration
 Respect
 Self-reliance
 Obedience
 Self-control

2. Engage in drama and dance activities to heighten civic responsibility through an understanding of government, citizenship and culture.

The pupil should be able to:

- ▮ participate in a “fashion show” combining movement, dress and appropriate music to foster respect and appreciation for people of different cultures;
- ▮ re-enact aspects of specific festivals to foster an understanding of their relevance;

ATTAINMENT TARGETS

Infants A & B

- use masks and props to focus on the lives and contributions of heroes of Barbados;
- create and perform short dance phrases which reflect various cultures of the different peoples of Barbados;
- work collectively to create and dramatise a story which addresses the value, rewards, dignity and pride associated with hard work;
- develop and present a game show entitled “**Know Your Leaders**” using costumes and other dramatic media to enhance awareness of the leaders of Barbados.

VALUES TO BE TAUGHT:

Respect
 Dignity
 Appreciation
 Pride
 Responsibility
 Co-operation
 Patriotism
 Tolerance
 Sensitivity

HEALTH AND FAMILY LIFE EDUCATION

The pupil should be able to:

- use Teacher-directed Mime to guide students through a range of emotions and reactions to given scenarios;
- engage discussion on the experiences which students encountered in the above;
- work in small groups to present the causes and effects associated with safe and healthy practices;
- use improvisation to reinforce the appropriate use of social graces;
- use trust and concentration exercises to develop an awareness of the various senses while encouraging sensitivity to the needs and feelings of others;
- work collectively to create and present short skits in which the following statements culminate the activity (“No, I am not going to do that.”; “No, I am not going with you.” “No, thank you.”);

- verbalise an appropriate response which replaces a negative physical reaction to the same given scenario;
- use drama to illustrate the social/ physical effects of illegal drugs on the individual, family relationships and the wider society;
- demonstrate and articulate in dramatic presentations the prevention and control of infections and communicative diseases.

VALUES TO BE TAUGHT:

Caution
 Discrimination
 Helpfulness
 Courtesy
 Trust
 Confidence
 Consideration
 Obedience

ATTAINMENT TARGETS*Infants A&B***MORAL AND RELIGIOUS EDUCATION**

Use dramatic techniques and dance to develop a sense of belonging and to inculcate an appreciation and respect for the differences of others.

The pupil should be able to:

- re-enact extracts from stories which reflect self-control in various situations of anger, provocation denial... (Jesus' Temptations; Cinderella etc).
- recite and present songs and poems which demonstrate appreciation of self and others;
- work in small groups to present a serial story which focuses on the requisites of true friendships;
- respond in role to a variety of situations which address honest practices;

- use Role-Reversal to reinforce the importance of obedience to instructions and rules;
- use a range of dance and dramatic media to showcase aspects of different religious festivals within the community (Christmas; Duvali; Kwanza etc.).

VALUES TO BE TAUGHT:

Obedience
Honesty
Appreciation
Sensitivity
Love
Affection
Kindness
Temperance

MUSIC AND MOVEMENT

Develop an appreciation for music and combine music and movement to create performance pieces.

The pupil should be able to:

- work collectively to combine mime, drama, dance and music to illustrate a given story line;
- react in orderly free responses to various types of music to inspire discussion on the feeling, emotions and moods resulting from the exercise;
- engage in movement and mime accompanied by music to develop the ability to "unwind" and "relax" a tense body;
- use costume and movement to perform a variety of children's songs.

VALUES TO BE TAUGHT:

Appreciation
Creativity
Respect
Team-spiritedness
Co-operation
Order
Obedience
Self-control
Patience

ATTAINMENT TARGETS

Infants A&B

VISUAL ARTS

Work collectively and individually using the Performing Arts to develop an interest and appreciation for Visual Arts, while encouraging pupils to examine a variety of feelings and emotions.

The pupil should be able to:

- ▮ add voice, drama and movement to create real-life characters from drawn portraits;
- ▮ utilise mask decorated by students themselves in the dramatic presentation of folk songs and poems;
- ▮ create and use puppetry for miming and dramatisation of specific activities;
- ▮ transfer the techniques of “in and out” and “around and through” employed in the sewing of simple lacing cards to the development and performance of simple maypole - dance sequences;
- ▮ listen to a piece of music and be inspired to paint in response to the mood and feelings created.

VALUES TO BE TAUGHT:

Appreciation
 Patience
 Self-expression
 Creativity
 Kindness
 Self-control
 Responsibility
 Courtesy

PHYSICAL EDUCATION

Transfer the skills of Physical Education to the performance skills in dance, movement and drama while perpetuating wholesome inter-personal relationships.

The pupil should be able to:

- ▮ add movement and singing games to skipping exercises;
- ▮ use the game “Oliver Twist” to teach rhythms, to develop memory and ball-catch skills to enhance eye and hand co-ordination;
- ▮ balance action in space and transfer an activity from one space to another and vice-versa;
- ▮ use an assorted warm-up activity which will foster a spirit of competitiveness and team-spiritedness (e.g. “Pass the Touch”);
- ▮ combine movement, dance and body isolation to create and perform a simple dance piece accompanied by appropriate music.

VALUES TO BE TAUGHT:

Team-spiritedness
 Harmony
 Co-operation
 Appreciation
 Respect
 Tolerance
 Creativity
 Caution
 Honesty
 Justice

ATTAINMENT TARGETS

Infants A&B

**INFANTS B
AGES 6 – 7
YEARS**

**LANGUAGE
ARTS**

Utilise the Performing Arts to develop language and communicative skills while developing interpersonal relationships.

The pupil should be able to:

- engage in speech exercises which will enrich audio-sensory development;
- use picture compositions as stimulus for the development and performance of dramatic activity;
- use movement, sounds, and dramatic characterisation to advance a story being read by the teacher;
- memorise and present poems, prose and dialogues in choral and dramatic form;
- use the technique of **Hot-Seating** to interview main characters from stories studied;
- engage in **Forum Theatre** to explore the likes and dislikes of specific story-line characters and to develop listening and expressive skills;
- work in groups to develop a “serial television or radio story” which is inspired by the events of any story studied and is also related to personal experiences;

- engage in speech training rhymes and jingles to enhance choral presentations;
- use puppetry and improvisation to explore appropriate conversational behaviours;
- create situations and scenarios in which passages are read aloud in role to improve reading and public-speaking skills;
- engage in dramatic presentations which create possible outcomes or alternatives to stories;
- work collectively and co-operatively to create and present short movement phrases given specific dance steps which should be arranged in a given sequential pattern.

VALUES TO BE TAUGHT:

Self-expression
Self-control
Consideration
Confidence
Courtesy
Patience
Team-building
Respect

ATTAINMENT TARGETS

Infants A&B

MATHEMATICS

Engage in dance and dramatic activity to comprehend and reinforce mathematical concepts and to relate knowledge and problem-solving techniques to everyday life experiences.

The pupil should be able to:

- use mime and movement accompanied by percussion to count in twos, fours, fives and tens up to 100;
- create and perform short dance suites which combine two or more concepts (e.g. numerical value; shapes; fractions and spatial qualities) to develop an understanding of mathematical concepts;
- engage in Barbadian ring-games activities to promote an understanding of mathematical language (e.g. before, same as, fewer than, empty, between, altogether etc.);
- develop and participate Games Structures (e.g. Treasure Hunt etc.) to develop an understanding of ordinal numbers;

- use costuming and improvisation to explore a range of concepts (e.g. measurement of time, capacity, mass.; money transactions; area/perimeter etc.) during Centre of Interest activities;
- work harmoniously and orderly using the whole body to build and explore the properties of 2D and 3D Shapes;
- utilise the body with specific reference to the hands to illustrate an understanding of time by the clock;
- use role play and characterisation to develop and present travel experiences which explore the concepts of time intervals, the calendar and the digital clock.

VALUES TO BE TAUGHT:

Accuracy
Fairness
Patience
Order
Creativity
Courtesy
Co-operation
Punctuality

INTEGRATED SCIENCE

Use the Performing Arts to create an understanding of living and non-living things and their significance to human life.

The pupil should be able to:

- use levels, movements and dance to explore the space and habitat of animals in the environment;
- combine Hot-Seating, Personal Testimony and Personification to explore the attributes and classifications of specific properties of matter;
- use movement, mime, mood and gesture accompanied by appropriate music to reflect specific changes in the weather (e.g. sunny, rainy, windy);
- work collectively to create and perform scenarios which illustrate specific weather patterns (e.g. dry season, wet season, hurricanes);
- dramatise choral presentations which address the sources of water;

ATTAINMENT TARGETS

Infants A&B

- ▶ create a dramatic collage utilising improvisation, dance and music to illustrate the various uses of water;
- ▶ improvise and perform “television advertisements” which address water-conservation practices;
- ▶ use dance and movement to simulate the concepts of “push and pull” within a variety of environments.

VALUES TO BE TAUGHT:

Appreciation
 Love of nature
 Respect
 Care
 Pride
 Sensitivity
 Environmental Awareness

SOCIAL STUDIES

Use the Performing Arts to enrich personal, social and community development and to foster an appreciation and comprehension of man and his environment.

The pupil should be able to:

- ▶ use appropriate register to role play tour guides giving details of Places of Interest to tourists;
- ▶ create “The Weather Family” in which the attitudes of people towards weather and the preparation for climatic changes are explored;
- ▶ create and perform the roles of a government in which each party introduces candidates who put forward their views on a variety of social concerns;
- ▶ use patriotic poems and songs and present in dramatic choral-speaking and singing forms;

- ▶ present an advertisement for the Hometown Festival using drama, movement and dance accompanied by appropriate music and sounds to give a summary of information on the first settlers to Hometown;
- ▶ role play a specific event in the life of any of the National Heroes;
- ▶ improvise and present the conclusions to given scenarios in which the central theme dictates the use of limited financial resources;
- ▶ improvise the effects of wastage of resources (electricity, water, gas, food etc.) and offer solutions to the same in class discourses;
- ▶ Use body shapes, costuming and props to establish human statues in an imaged museum where “tourists” are given details on the cultural heritage as reflected in the statues.

VALUES TO BE TAUGHT:

Confidence
 Self-control
 Self-actualization
 Sharing of opportunities
 Creativity
 Patriotism
 Temperance
 Fairness
 Pride in self, others and community
 Co-operation

ATTAINMENT TARGETS

Infants A&B

HEALTH AND FAMILY LIFE EDUCATION

Engage in theatrical activities which promote positive interpersonal relationships and inculcate healthy and safe life practices.

The pupil should be able to:

- ▶ create skits in which favouritism is the thematic concern within the family;
- ▶ discuss problems that can arise in various family situations and select some of these problems to dramatise possible solutions;
- ▶ demonstrate a variety of negative behaviours exhibited by family members and peers and use Freezes to reshape that negativity with positive gestures;
- ▶ role play activities to be done at the Centre of Interest focusing attention on the health workers;

- ▶ use personal testimony to demonstrate the importance of health workers to our community;
- ▶ improvise and dramatise stories in which the rules of healthy living are central concerns and themes;
- ▶ use resistance as a through line for a dance/drama sequence;
- ▶ work collectively to develop activities in which one of the senses is absent (e.g. find the partner in Blind Man's Bluff) so as to develop trust in others and confidence in self;
- ▶ Use Personification to examine and reinforce the functions of "Grow Foods", "Go Foods" and "Glow Foods";
- ▶ Create and present short skits which illustrate the importance of healthy life practices (e.g. garbage disposal; pest control; prevention of diseases);

VALUES TO BE TAUGHT:

Consideration
Caution
Sensitivity
Cleanliness
Discrimination
Care
Confidence in self
and others
Temperance
Fairness
Responsibility

MORAL AND RELIGIOUS EDUCATION

Use dance, movement and dramatic activity to develop personal relationships with God; to improve interpersonal relationships and to make sound moral choices.

The pupil should be able to:

- ▶ create ring-games in which each child becomes the central participant and acts as the leader who gives instructions to the general group;
- ▶ work in pairs to share information about self which will in turn be dramatised by others to develop an appreciation for and a sensitivity towards others;
- ▶ interpret in dramatic form the sentiments expressed by the poem "I Am Me" and other similar poems;
- ▶ build a character using the Role-on-the-Wall technique in which the character is the ideal person;

ATTAINMENT TARGETS

Infants A&B

- ▶ improvise situations in which extreme emotions are explored (e.g. sadness and happiness; freedom and bondage; success and failure etc.);
- ▶ create and dramatise a story in which biases are based on religious and cultural differences;
- ▶ Hot-seat the victims in the above scenarios;
- ▶ role play the animal characters in different stories letting them give reactions to specific occurrences of those stories (e.g. the father/wolf in Red Riding Hood; the baby Bear in Goldilocks etc;)
- ▶ re-enact a ritual used in celebration of a religious festival in dance;
- ▶ use Personal Testimonies as a technique to advance experiences which acknowledge God's gifts to man.

VALUES TO BE TAUGHT:

Love for God
Obedience
Love of self and others
Respect
Kindness
Consideration
Tolerance
Gratitude
Honesty
Fairness

MUSIC AND MOVEMENT

Participate in activities which develop an appreciation for music through collaboration with movement and dramatic experiences.

The pupil should be able to:

- ▶ mime musical instruments and vocalise the tonal qualities of those instruments to create a human orchestra;
- ▶ build a movement sequence which is inspired by free response activity utilising a given music track;
- ▶ add movement to given chants and rhymes;
- ▶ take a well known story and adapt it to create an opera in which the character sings the lines rather than speaks them;

- ▶ explore feelings and emotions through sound and songs;
- ▶ use instruments made in Music classes to develop a sound track for the improvisation of a story or poem.

VALUES TO BE TAUGHT:

Self-expression
Creativity
Team-spiritedness
Co-operation
Dedication
Obedience
Sharing
Responsibility
Thrift

ATTAINMENT TARGETS

Infants A&B

VISUAL ARTS

Engage in activities which correlate the Visual and Performing Arts while enriching the skills of artistic development, creative expression, social interaction and conservatism.

The pupil should be able to:

- ▶ create a family portrait and creatively build a story of that family through personal testimony;
- ▶ dramatise events from current affairs and other human interest stories which can be reflected and translated into paintings and drawings;
- ▶ work harmoniously in small groups to create and dramatise improvisations in which the props used are made of papier maché;
- ▶ transfer the images seen in exhibitions and art displays to create human statues which reflect the themes and concerns of the exhibits;
- ▶ give background about the human statues as reported by a curator or museum guide using Standard English;

- ▶ present a given topic (e.g. Love, Honesty etc.) using puppets made;
- ▶ select themes based on aspects of different cultures studied in other subject areas and use masks made to demonstrate the respective cultures;
- ▶ work in large groups to combine music and free response in Art to create a backdrop for a specific dance sequence which mirrors the mood and feeling of the Art class.

VALUES TO BE TAUGHT:

Harmony
Creativity
Self-expression
Appreciation
Conservatism
Sensitivity
Self-control
Sharing
Responsibility
Generosity
Consideration
Dedication

PHYSICAL EDUCATION

The pupil should be able to:

- ▶ add a variety of speed characteristics and attitudes to gymnastic skills to give colour to the action;
- ▶ combine communication and name games (e.g. "Zip-Zap") to ball development skills;
- ▶ use movement activity accompanied by sound and music to develop an awareness of personal space and to foster a respect for other people's space;
- ▶ work in small groups to create and set rules for games which are played by class peers;
- ▶ create and dramatise the role of team members, spectators or referees to resolve a given situation which can arise on or off the field;
- ▶ engage in discussions offering solutions to the same.

VALUES TO BE TAUGHT:

Harmony
Creativity
Self-expression
Appreciation
Conservatism
Sensitivity
Self-control
Sharing
Responsibility
Generosity
Consideration
Dedication

NOTES

**MINISTRY *of* EDUCATION,
YOUTH AFFAIRS & CULTURE**