

VANUATU NATIONAL SYLLABUSES

PRIMARY YEARS

1-3



VANUATU NATIONAL SYLLABUSES PRIMARY 1-3



Curriculum Development Unit
Port Vila, VANUATU

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Ministry of Education
Republic of Vanuatu
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CONTENTS

GENERIC	Pages
Acknowledgements	iv
Foreword - Minister of Education	v
Message from the Director General of Education.....	vi
Acronyms	vii
Introduction	viii

SUBJECTS	Pages
Language and Communication.....	1
Mathematics	49
Science.....	95
Living in our Community.....	145

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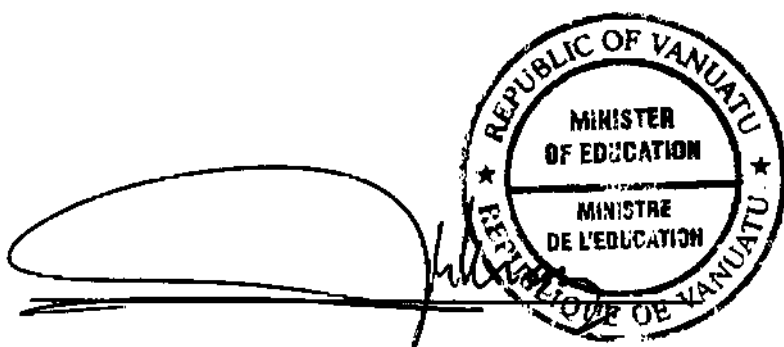
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Foreword - Minister of Education

The Government of Vanuatu supports the reform of the curriculum at all levels of schooling. Parliament has provided bipartisan support for these historic developments. *The Vanuatu National Curriculum Statement* (2010) provides a national unified approach to education in our country. Our education system will provide the same harmonised curriculum for all students at all levels of schooling. We are one nation, one people striving to achieve better outcomes for all students irrespective of their backgrounds and where they live.

The reformed curriculum will begin at the beginning; in the early years of schooling from Year 1 to Year 3 followed by Year 4 to Year 6 and so on to Year 13. The set of syllabuses for Years 1 to 3 provides details of what students should learn in four subjects. Each syllabus describes what all students should learn from Year 1 to Year 3. These syllabuses connect with the Early Learning and Development Standards used with children attending Kindergarten. All students will have the opportunity to study these subjects using a vernacular language in Years 1 and 2 and either French or English from Year 3.

In accord with our Constitution and the Education Act 2001 all schools must follow these syllabuses which are the minimum approved by the National Education Commission for Primary schools. I commend them to you.

The image shows a handwritten signature in black ink, which appears to be 'Stevens Maauterei Kalsakau', written over a horizontal line. To the right of the signature is a circular official seal. The seal has a double border. The outer border contains the text 'REPUBLIC OF VANUATU' at the top and 'MINISTER OF EDUCATION' at the bottom, separated by two small stars. The inner circle contains the text 'MINISTER OF EDUCATION' at the top and 'MINISTRE DE L'EDUCATION' at the bottom, also separated by two small stars.

Honourable Stevens Maauterei Kalsakau
Minister of Education

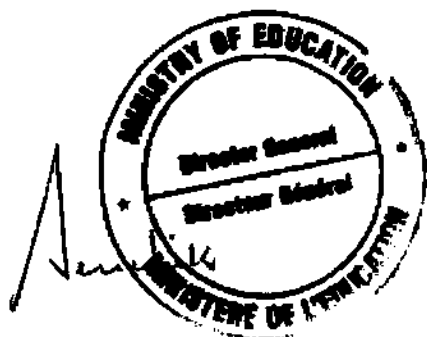
Message from the Director General of Education

These national subject syllabuses will be used by teachers to teach from Year 1 to Year 3 throughout Vanuatu. These syllabuses connect with the Early Learning and Development Standards used with children attending Kindergartens. These syllabuses detail what students at Year 1 to Year 3 will need to achieve.

It is widely accepted that to read and write and communicate well is essential in the 21st Century. Our oral traditions remain strong and most Ni-Vanuatu communicate well when speaking, many using three, four or more languages. However, many adults and students do not read and write well. We need to improve this situation because these basic life skills are essential for survival. These syllabuses describe what students need to do, know and understand in four subjects including Language and Communication.

These syllabuses put into practice the statements made in the *Vanuatu National Curriculum Statement (VNCS 2010)*. All schools should be familiar with the VNCS and these syllabuses and follow them carefully.

These syllabuses are approved by the National Education Commission and by the Minister for Education and are official curriculum documents for all schools to be used with students from Year 1 to Year 3.



Jesse Dick Joe
Director General of Education

Acronyms

CDU	Curriculum Development Unit
VNCS	Vanuatu National Curriculum Statement
AUSAID	Australian Agency for International Development
UNICEF	United Nations Children’s Fund
NZAID	New Zealand Ministry of Foreign Affairs and Trade

Introduction

Years 1-3 Primary Syllabuses

This document includes the set of four syllabuses for the following subjects at Years 1 to 3:

- Language and Communication
- Mathematics
- Science
- Living in our Community

Each subject syllabus uses the same structure. Each syllabus has the following:

- An Introduction that gives details about each subject's Rationale, Aims and Content Overview including a description of the Strands, Sub-strands and Learning Outcomes.
- Section 1 that identifies the learning outcomes for each strand for three years and the student indicators.
- Section 2 that identifies samples of activities for each learning outcome for the same three years.
- Section 3 that lists recommended resources and some of the key references used during the development of the syllabus.

The *Vanuatu National Curriculum Statement (VNCS 2010)* guides the development of the national curriculum from Kindergarten to Year 13. Teachers should refer to this important document. In particular, teachers should refer to Section 4: Vanuatu's Curriculum Values; Section 6, Guiding Principles for Teaching and Learning; and Section 8: Paramount Outcomes. The following statements focus on some key ideas from these sections of the VNCS.

Language of Instruction

Vanuatu consists of many islands, cultures and languages. Constitutionally, English and French are the official languages of instruction at all levels of schooling. However, recent research shows that when students use their vernacular languages in the early years of schooling they enhance their future level of literacy. A vernacular language is defined by the *National Language Policy (2012)* as the language most used at home, in the school community or as being the student's mother tongue. The vernacular language might be a local language, Bislama, French or English. The *National Language Policy (2012)* advocates using a vernacular language as the language of instruction in Years 1 and 2, introducing English or French half way through Year 2, and using English or French as the language of instruction in Year 3. Communities or their elected representatives will determine the agreed vernacular to be used in their schools. Teachers should continue to use the vernacular to support students' learning and students will use their knowledge and skills in the vernacular to assist their learning across the curriculum. Teachers of Years 1 to 3 will extend and build a good base in students' vernacular language as this language will be the vehicle or bridge to the introduction of the official languages of instruction English or French at Year 3.

This approach will enable students to move into the official languages of instruction with more ease because in Years 4 to 6 they will be taught by teachers using either French or English as the language of instruction.

Teaching English or French as a foreign language

As resources and more teachers capable of teaching either French or English as a foreign language become available, all primary and secondary students will learn French and English. Eventually, all students at the Primary level will learn both official languages from Year 4. Whatever official language has been the language of instruction at Year 3, the other official language will be introduced at Year 4.

Transition from Preschool to Year 1 Primary

The syllabuses for Year 1 subjects include a Beginning Year 1 Level of Learning Outcomes for all children starting Year 1. More children now enter Year 1 having attended a Kindergarten or Preschool Centre. However, many children in Vanuatu still do not attend a Kindergarten or Preschool Centre. This is a very important step in a child's education as it lays the foundations for their intellectual, social and personal development.

The learning outcomes described at Beginning Year 1 level have been developed using the Early Learning and Development Standards which describe the requirements for children aged 3 to 6 years. Children will progress at their own rate through the Beginning Year 1 Level Learning Outcomes, some very quickly, while others will require more time. Teachers will determine when children are ready to progress to the Year 1 level. Children's learning at Beginning Year 1 Level will merge with Year 1 level as they gradually progress. The Beginning Year 1 Level makes sure that all children can be observed to have acquired some basic knowledge, skills and attitudes before beginning the Year 1 curriculum.

Inclusive Curriculum

Children need to have access to an education which supports them to be successful. Teachers need to meet the needs of all children, both girls and boys. They can adapt the curriculum content, environment and materials where necessary, particularly for children with disabilities, those with special gifts and children from rural and remote areas. All children should be encouraged to attend school regularly.

Teachers may use some of the following strategies to help all children achieve to their full potential:

- ability grouping
- providing different activities for different ability levels within the class
- creating individual learning programs for some students
- using modelling and demonstration
- explicitly teaching new concepts and skills
- using cooperative learning activities
- using scaffolding to help children learn (e.g. visual frameworks, examples/models of completed texts)
- using positive reinforcement to boost children's self esteem
- using peer buddy systems where appropriate
- monitoring attendance and following up on poor attendance.

Multi-Class Teaching

The majority of primary school classes in Vanuatu are multi-class. Multi-class teaching requires teachers to organise, manage and integrate teaching and learning so children from different year levels and abilities are learning from and supporting each other in the learning process. Teachers can use the syllabus's learning outcomes and indicators to plan activities at different levels for students in the same class. Teachers can focus on the same skills and knowledge but plan different activities that align with the learning outcomes at the different year levels. Teachers can also use peer tutoring and buddy systems where students work in pairs or small groups to help each other. The syllabuses support teachers to manage learning across the spread of ability within their classes, whether in a multi-class or straight class by identifying on one page the learning outcomes for three years of schooling.

Student-Centred Learning

For students to learn well, they must be fully engaged in activities which give them opportunities to learn in different ways. Teachers should use a range of student-centred methodologies such as discovery, experiential and collaborative learning.

Teachers should encourage children to participate fully in activities, asking questions and interacting with one another in pairs, small groups, whole class and whole school activities. Teachers should be the facilitators of learning, programming language activities which fully engage and capture the interest of all children.

Language across the Curriculum

Teachers need to support language development and literacy across the curriculum because all subjects provide meaningful contexts for language learning. Each subject has unique language characteristics such as subject-specific vocabulary and different text structures that are used to convey information. For example, children may use language in Mathematics to express ideas in words and to present information. Children may write information reports about their observations in Science or describe natural disasters or engage in debates to support a particular point of view on an issue. Children may write plans and create designs with captions. Teachers need to model subject-specific language features and text structures and link them back to what is learned in language lessons. Teachers must explicitly teach the language features and structures for different text types relevant to each subject across the curriculum. This will support children's development in literacy and their ability to use language effectively at school and in their community.

Mathematics across the Curriculum

Mathematical literacy or numeracy includes basic mathematical skills, knowledge and attitudes needed in all subjects and our daily lives when calculating, measuring, solving problems, drawing and constructing and when using money. Teachers need to support mathematics development across the curriculum since all subjects provide meaningful contexts for learning Mathematics. Mathematics has subject-specific vocabulary and different text structures that are used to convey information. Teachers need to model these specific characteristics in all subjects and link them back to what is learned in mathematics lessons.

Assessment, Recording and Reporting

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about children's achievement of the learning outcomes described in the subject syllabuses.

Teachers record evidence of children's learning and use this to make judgements about their achievements of the learning outcomes. To ensure that assessment is fair and balanced, teachers must use a range of assessment methods including:

- observing
- conferencing
- analysing
- testing

Teachers should provide opportunities for children to assess their own learning (self-assessment) and the learning of others (peer assessment), according to set negotiated criteria. The overall purpose of assessment is to improve student learning.

Teachers will need to apply the principles described in the *National Assessment and Reporting Policy* to ensure that children are treated fairly and given many opportunities to demonstrate their achievement of the learning outcomes in each subject.

Assessment in primary schooling is a continuous process of finding out if children have achieved the learning outcomes. Assessment should:

- be integrated into teaching and learning activities
- use a range of assessment methods
- use local cultural approaches to assess and report children's achievements where appropriate
- be used to provide quality feedback to children about what they do well and how to make improvements
- be used for diagnostic purposes for grouping children
- be used at a national level for gathering data.

Assessment is:

- school-based - schools and teachers program activities and assess achievement of the syllabus outcomes.
- continuous - children are assessed during lessons while learning and applying knowledge and skills in a range of contexts.
- criterion-referenced - teachers choose criteria that describe children's achievements in relation to the learning outcomes being assessed. They use these criteria to judge the standard of children's work.

Gathering information

The following are useful and suitable methods of gathering information on children's achievements at this level of schooling.

Observation	Talking with children	Self-Assessment	Peer Assessment
<ul style="list-style-type: none">informal observation during classsystematic observation during classchecklists and notesobserving and monitoring work in progress	<ul style="list-style-type: none">informal conversationsinterviewsquestioning on own or in groupsasking open-ended questionslistening to children's explanations	<ul style="list-style-type: none">reflecting on own learninganswering questionsexplainingasking questions	<ul style="list-style-type: none">giving feedback to peers using agreed criteriadiscussing and evaluating group work

Recording

Teachers must keep accurate records of children's achievement of the learning outcomes. They must report these achievements in fair and accurate ways to parents, guardians, teachers and children. Examples of recording methods include:

- anecdotal notes in a journal or diary
- checklists
- portfolios of children's work
- progressive records
- work samples with comments written by the teacher

Reporting

Reporting is communicating clearly, to children, parents, guardians, teachers and others, the information gained from assessing children's learning. Reports are based on information collected from continuous assessment.

Schools will decide on how reports will be presented to best suit the needs of their communities. Methods will include interviews and written reports. Reports may include an assessment of children's learning and achievements in each subject, along with an assessment of work habits, attitudes and behaviour.

Assessment should describe the individual student's achievement and not rank children or compare them to others.

Descriptions of achievements may be in words, highlighting special achievements or levels of achievement using grades or a combination of grades with teacher comments. Reports must be honest, transparent records of each child's achievements. Parents and caregivers must be well informed of the child's progress, strengths and areas for improvement.

Teachers should hold an interview with parents and guardians or have informal talks with parents and guardians at any time, providing them with a written report where appropriate.

Evaluation

Teachers will use assessment information to evaluate the effectiveness of their teaching, learning and assessment programs and to make improvements to their teaching practice in order to improve student learning. Schools may use whole school assessment data to evaluate the effectiveness of teaching and learning in a particular subject or at particular year levels and make decisions on how to improve student learning.



Language and Communication



CONTENTS

Section 1:	Introduction	4
	Rationale.....	5
	Aims	6
	Content Overview	6
	Assessment	9
Section 2:	Learning Outcomes and Indicators	11
	Overview of all Strand and Sub-strand Learning Outcomes.....	13
	Listening and Speaking	17
	Reading.....	20
	Writing	23
	Viewing	26
Section 3:	Learning Outcomes and Activities	29
	Listening and Speaking	31
	Reading.....	34
	Writing	37
	Viewing	41
Section 4:	Glossary and References	45
	Glossary.....	47
	References	48

Section 1

INTRODUCTION

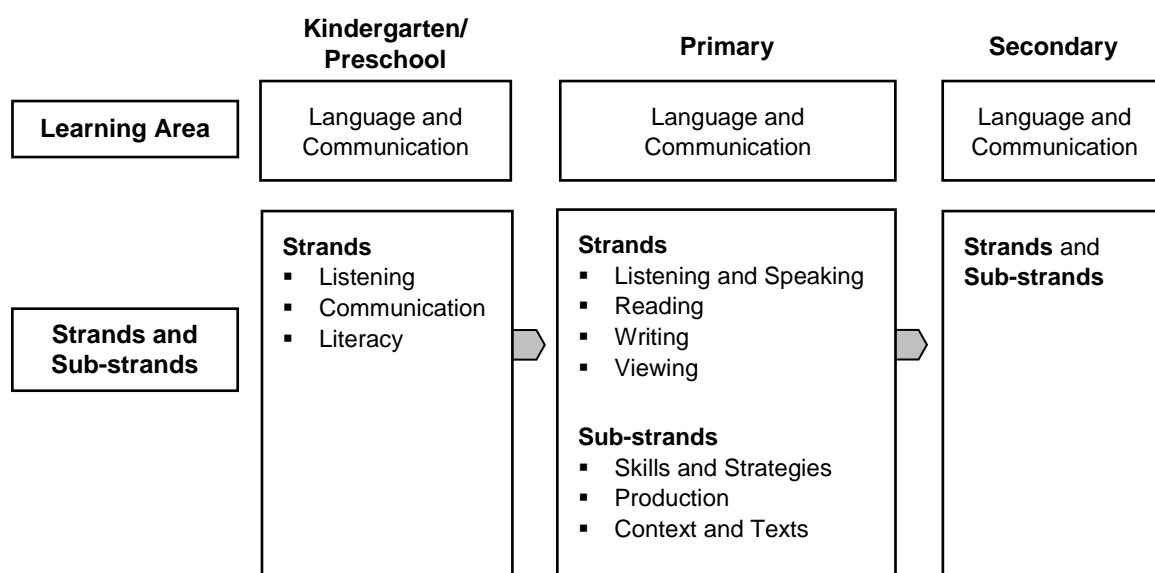
This syllabus identifies the knowledge, skills, attitudes and values that children should achieve for Years 1 to 3 in vernacular language and then in French or English. Teachers of Years 1 to 3 will use this syllabus to develop Language teaching and learning programs for children at this level in French or English. The content is expressed as outcomes and indicators.

The Language and Communication Syllabus will assist teachers of Years 1 to 3 to develop Language teaching and learning programs for children at this level. This syllabus describes the content for Language and Communication for the first three years of primary school. It includes foundation learning for children who have not attended Kindergarten. This is captured by the level described as Beginning Year 1 in this syllabus. Kindergarten is a very important step in a child's education as it lays the foundations for their intellectual, social and personal development. However, the majority of children in Vanuatu do not currently attend Kindergarten. Teachers will need to work with children as they start school to progress through this Beginning stage. The learning described at this Beginning stage has been gathered from the Early Learning and Development Standards which describe the requirements for children aged 3 to 6 years. Children will progress at their own rate through the Beginning stage, some very quickly, while others will require more time at this level. Beginning children's learning will merge with Year 1 level as they progress and are ready. The Beginning level ensures that all children can be observed and acquire some basic knowledge, skills and attitudes before beginning the Year 1 curriculum.

Children will learn in their Vernacular for the first two years and spoken English or French will be introduced halfway through Year 2.

The table below shows how Language and Communication is structured in primary schools and how it links to preschool and senior secondary school levels.

Key Links between Preschool, Primary and Secondary and Learning Areas, Subjects, Strands and Sub-strands



Increasingly, it is planned that children entering Year 1 will be learning in their vernacular or local language. They will begin to learn spoken English or French halfway through Year 2 and begin to learn to read, write and view using English or French in Year 3. Research shows that children beginning their schooling in their local language have increased understanding and proficiency in the new language. Teachers will need to make sure that children strengthen the building blocks of language:

- the sounds of letters and letter combinations and frequently used words
- correct grammar and sentence construction
- skills and strategies to support understanding and composition of the language

Children also need many opportunities to use and practise language, to build from where they are at, by:

- applying their knowledge of their own vernacular to help understand and then gradually in Year 2 to begin to learn the language structures and features of French or English
- developing a broader vocabulary
- learning correct grammar and sentence structures
- applying their knowledge and skills of language
- developing comprehension and composition skills
- applying their language knowledge and skills in other subjects across the curriculum

Teachers of Years 1 to 3 will need to accept that children will make mistakes as they are learning. Children need many opportunities to practise, make mistakes and learn from them as they grow in competence and confidence in language.

Rationale

Language and Communication is at the heart of the human experience. Children in Vanuatu come from different cultural, social and economic backgrounds. At this level, children should have access to a curriculum that encourages them to read, write and speak using a local language or if this not possible Bislama, English or French. They need to be able to use language well in order to communicate and interact with others in their community and beyond.

The majority of children, in Vanuatu, are in rural villages on islands where communities place a high value on their own culture and vernacular. Communities also believe that learning our principal languages of education French and English is an important step towards children's future success and for the development of Vanuatu.

It is essential that children are enabled to participate in their society, and the development of language is essential to their intellectual, social and emotional development. Children need to acquire language skills and confidence in order to progress in other learning areas. Children need to learn to use language in different ways, from expressive and artistic forms to finding information and acquiring knowledge.

This curriculum for Years 1 to 3 aims to develop language skills in speaking, listening, reading, writing, and viewing while encouraging and extending children's thinking skills, enhancing their capacity to use language effectively and assisting them to understand the world around them and share their knowledge and skills with others.

Through programs based on this syllabus, children will have the opportunity to gain knowledge, skills and understanding about their vernacular language and the official languages of Bislama, French and English. This will help them to communicate their thoughts and feelings, participate effectively in community activities and learn to make informed decisions. Through formal language learning children will be assisted linguistically and culturally to communicate successfully with communities in Vanuatu and abroad.

Aims

The aims of Language and Communication from Year 1 to Year 3 are as follows. The children:

- understand and apply basic rules of language to the vernacular and beginning French or English
- pronounce, understand, spell and use appropriate vocabulary
- listen attentively to others and take part in discussions and conversations
- obtain and give information in spoken and written forms
- express clearly their feelings, needs and opinions in speech and in writing
- write logically ordered and grammatically correct sentences in their vernacular and begin to learn correct sentence structure in English or French
- produce a range of short spoken and written texts
- comprehend and summarise short spoken and written texts
- read books with understanding for information and pleasure
- respond as individuals and groups to stories, plays, poems, pictures and visual and information texts.

Content Overview

The Language and Communication Learning Area includes oral, written and visual communication skills, and knowledge and attitudes needed by all citizens to communicate at home, school and in the community. The content of this syllabus is organised as follows:

- Learning Area Outcome
- Strands
- Sub-strands
- Learning Outcomes and Indicators
- Learning Outcomes and Activities

Learning Area Outcome

The learning area outcome describes the end point of language learning after children complete their schooling. The Language and Communication learning area outcome appears below.

Children use language competently and critically, in oral and written forms (speaking, listening, reading, writing, and viewing) to communicate their thoughts and feelings, knowledge and understanding; acquire and share traditional and contemporary knowledge and make sense of the world around them.

Strands

Strands define major aspects of learning within a subject.

Language and Communication has four Strands:

- Listening and Speaking
- Reading
- Writing
- Viewing

Sub-strands

Sub-strands define major aspects of learning within the strands.

In Language and Communication each Strand has the same three Sub-strands:

- Skills and Strategies
- Production
- Context and Text

Learning Outcomes and Indicators

The content of the strands and sub-strands is expressed as learning outcomes and indicators. A learning outcome is a specific statement that identifies the knowledge, skills, attitudes and values all children should achieve or demonstrate. Learning outcomes are student-centred and written in terms that enable them to be demonstrated, assessed or measured.

Each learning outcome is accompanied by a set of indicators. Indicators are examples of what children can do, know and understand when they have achieved the learning outcomes.

Activities

Some sample teaching and learning activities have been included to assist teachers to develop learning programs to support all children to achieve the outcomes. Teachers can expand on this list of activities.

The syllabus is:

- sequenced in that learning outcomes and indicators are ordered from one year level to the next by degree of difficulty
- cumulative in that knowledge and skills at each year level build upon previous learning.

Description of Strands and Sub-strands

The table below provides an overview of the Strands and Sub-strands in the Language and Communication Syllabus and descriptions of both the strands and sub-strands follow.

Table of Strands and Sub-strands

Language and Communication has four strands and the same three sub-strands across each strand.

Strand	Listening and Speaking	Reading	Writing	Viewing
Sub-strand	Skills and Strategies	Skills and Strategies	Skills and Strategies	Skills and Strategies
	Production	Production	Production	Production
	Context and Texts	Context and Texts	Context and Texts	Context and Texts

Description of Strands

The four strands of Language and Communication are described below.

Listening and Speaking

The strand of Listening and Speaking features prominently throughout Years 1 to 3 because children from an early age develop their capacity to speak to communicate their needs, express their feelings and relate their experiences. Developing skills, knowledge and attitudes related to speaking and listening is an essential springboard to reading, writing, viewing, and for the development of learning across the curriculum. The language of instruction and the language taught throughout these early years will be the local vernacular language chosen by the community. English or French will gradually be introduced halfway through Year 2 unless either of these languages is the vernacular of their community (unless French or English is the language chosen by the community).

Children will learn and apply attentive listening skills in a range of contexts in and out of the classroom.

At this level of schooling children develop skills and strategies that enable them to speak confidently, using correct grammar for their vernacular. They will apply these skills and strategies when speaking in a range of formal and informal situations at home, at school and in the community. They will begin to speak the English or French language using simple structures from halfway through Year 2.

Reading

Reading is a complex process of decoding combinations of symbols to extract meaning. Successful readers learn to use a variety of strategies to decode and make meaning of the symbols. Children learn to read by interpreting and translating symbols (letters, words and phrases) and pictures to extract information and meaning. They acquire knowledge, share information and gain pleasure through stories and literature and communicate to each other by reading.

They read and understand a range of simple fiction and information texts in the vernacular, and are able to retell the main ideas and respond to texts in a variety of ways. In Year 3 children begin to learn to read and understand simple texts in English or French.

Writing

Writing is a visual way of representing language using a set of signs or symbols. Writing uses sets of symbols that represent the sounds of speech, and other symbols such as punctuation to denote the breaks in communication and to give emphasis to what is being communicated. Some vernacular languages still do not have an agreed orthography (sounds and letters arranged to make systems of words) and cannot be written down. However, much work by linguists is changing this situation in Vanuatu. Writing is a way of recording information that otherwise might be lost to society. Writing is a reliable way of communicating information, keeping records and storing information, and sharing ideas.

In the writing strand, children develop skills and strategies for writing, produce their first written communications and begin to learn how to adapt their writing for different purposes. In order to write, children are encouraged to develop fine motor skills so that they can use a pen or pencil effectively.

At this level of schooling children are introduced to:

- the mechanics of handwriting
- the conventions of writing such as grammar and punctuation
- vocabulary to expand their repertoire
- written texts such as simple stories, rhymes, reports, letters, lists.

Children will begin to write in English or French in Year 3.

Viewing

The viewing strand helps children to understand and create different visual texts such as posters and brochures that they will encounter in their community. Children begin by making sure they are familiar with and understand the signs and symbols of their own culture. Then they expand from the local environment to direct their attention to other types of visual texts they may encounter such as posters, pictures, simple diagrams and photographs. This strand will assist children to look for and interpret the messages portrayed in a range of visual texts.

Description of Sub-strands

The three sub-strands of Language and Communication are described below.

Skills and Strategies

In this sub-strand children begin to learn about the rules and conventions of language in the vernacular and then in English or French. Teachers will need to explicitly teach the skills and strategies appropriate for each strand at this level and then give the children many opportunities to practise the skills and strategies in speaking and listening, reading, writing and viewing.

Production

In this sub-strand children interpret and create a variety of spoken, written and visual texts. They begin to engage effectively in the language processes of speaking and listening, reading, writing and viewing.

Context and Texts

In this sub-strand children explore a variety of oral, written and visual texts and learn about how they are created for different purposes, audiences and situations. This sub-strand is usually taught incidentally throughout most language lessons.

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about children's achievement of the learning outcomes described in the subject syllabuses.

Teachers use criteria derived from the learning outcomes to assess children's work. The criteria are made explicit to the children so they know what they have to do to be successful. Assessment criteria help teachers to make consistent and fair judgements about children's achievements.

Assessment of Language and Communication

Teachers record evidence of children's learning over time and use this to make judgements about their achievement of the learning outcomes. To ensure that assessment is fair and balanced, teachers must use a range of assessment methods including:

- observing
- conferencing
- analysing
- testing

The table below gives examples of aspects of language learning that can be assessed using the four assessment methods described above.

Strands	Examples of what to assess using different assessment methods			
	Observe	Conference	Analyse	Test
Listening and Speaking	<ul style="list-style-type: none">▪ Oral presentations▪ Role plays▪ Story telling			<ul style="list-style-type: none">▪ Pronunciation▪ Vocabulary
Reading	<ul style="list-style-type: none">▪ Oral reading▪ Strategies used to decode unknown words▪ Fluency	<ul style="list-style-type: none">▪ Comprehension - oral questions about a text▪ Talk and have children relate their own experiences to texts▪ Opinions about texts	<ul style="list-style-type: none">▪ Simple cloze activities▪ Responses to texts	<ul style="list-style-type: none">▪ Letters/sound relationships▪ High frequency words
Writing	<ul style="list-style-type: none">▪ Handwriting techniques	<ul style="list-style-type: none">▪ Draft writing		<ul style="list-style-type: none">▪ Spelling▪ Grammar exercises
Viewing		<ul style="list-style-type: none">▪ Opinions about visual texts	<ul style="list-style-type: none">▪ Visual texts produced by children	

Learning Outcomes and Indicators



Overview of all Strand and Sub-strand Learning Outcomes

The learning area outcome for Language and Communication that appears below describes the endpoint of language learning by the end of Year 10. The table describes the strand learning outcomes for each of the four strands in Language and Communication for Years 1 to 10.

Language and Communication Learning Area Outcome

Use oral and written language competently and critically; listening, speaking, reading, writing, and viewing to acquire knowledge in order to make sense of the world, producing communications using a range of media, to share thoughts and feelings, knowledge and understandings.

Strand	Listening and Speaking	Reading	Writing	Viewing
Learning Outcomes	Listen and speak appropriately for a variety of purposes, audiences and situations	Read with understanding and pleasure a range of fiction and non-fiction texts	Write a range of fiction and non-fiction texts for a variety of purposes, audiences and situations	Analyse, interpret, create and evaluate a range of visual texts for a variety of purposes, audiences and situations

The four Strands of Language and Communication: Listening and Speaking, Reading, Writing and Viewing are closely linked. Teachers work with each of the strands individually and in combination to teach language in a holistic/integrated way.

Reference System for Outcomes

Each sub-strand outcome has letters and numbers which denote the strand name, the sub-strand name, the year level, whether it is for Vernacular, French or English and a number indicating how many outcomes there are with these characteristics. For instance, in the Writing table WSS.2.V1 means Writing Strand (W), Skills and Strategies (SS), Year 2 (2), Vernacular (V) and learning outcome 1 (1). If the outcome is written to be achieved in French or English, it will end with either E or F. Each indicator is labelled alphabetically using a small letter. Refer to particular outcomes and indicators using this system.

Strand	Sub-strands	Beginning Year 1	Year 1	Year 2	Year 3
Listening and Speaking	Skills and Strategies	LSSS.B.V1 Use basic skills of listening and speaking in their vernacular	LSSS.1.V1 Demonstrate a range of listening and speaking skills in the classroom	LSSS.2.V1 Use consistently skills of listening and speaking in a range of familiar situations LSSS.2.E/F1 Identify and say clearly English or French letter sounds and combinations and develop relevant vocabulary	LSSS.3.E/F1 Develop appropriate vocabulary and pronunciation in English or French
	Production	LSP.B.V1 Listen and speak effectively with those around them using their vernacular language	LSP.1.V1 Speak confidently and listen actively using the vernacular in informal and formal situations in the classroom	LSP.2.V1 Listen and speak to others in informal and formal situations at school and in the community using the vernacular LSP.2.E/F1 Answer simple questions and respond to familiar greetings and commands in English or French	LSP.3.E/F1 Listen to, begin to speak and attempt to use appropriate vocabulary and pronunciation in English or French
	Context and Texts	LSCT.B.V1 Be aware that we speak differently in different situations	LSCT.1.V1 Recognise that speaking changes to suit particular situations at school	LSCT.2.V1 Adjust their speaking to suit a range of familiar situations at home, at school and in the community	LSCT.3.E/F1 Demonstrate appropriate listening and speaking behaviour in a variety of situations

Strand	Sub-strands	Beginning Year 1	Year 1	Year 2	Year 3
Reading	Skills and Strategies	RSS.B.V1 Use pre-reading skills	RSS.1.V1 Develop skills and strategies to read and understand familiar, vernacular texts	RSS.2.V1 Use skills and strategies to read and understand familiar vernacular texts	RSS.3.E/F1 Select and apply a variety of skills and strategies to read and understand simple English or French texts
	Production	RP.B.V1 Demonstrate pre-reading behaviour when interacting with texts	RP.1.V1 Read and respond to simple vernacular texts	RP.2.V1 Read and understand simple vernacular texts	RP.3.E/F1 Read and comprehend simple graded texts in French or English
	Context and Texts	RCT.B.V1 Recognise that pictures and words convey meaning	RCT.1.V1 Recognise that texts can be imaginary or factual	RCT.2.V1 Describe the purposes of familiar imaginary and factual texts	RCT.3.E/F1 Recognise that texts are written for different purposes
Writing	Skills and Strategies	WSS.B.V1 Develop and use pre-writing skills	WSS.1.V1 Develop beginning handwriting skills using script and cursive WSS.1.V2 Use basic rules of writing to construct simple vernacular texts	WSS.2.V1 Demonstrate legible handwriting skills in script and cursive WSS.2.V2 Use appropriate rules to organise writing	WSS.3.E/F1 Write legibly in accordance with standards required WSS.3.E/F2 Use basic rules of writing to construct simple English or French texts
	Production	WP.B.V1 Represent ideas and information using pictures and dictation to an adult	WP.1.V1 Write sentences to create simple texts in their vernacular	WP.2.V1 Write simple fiction and information texts in their vernacular	WP.3.E/F1 Write sentences to create simple texts in English or French
	Context and Texts	WCT.B.V1 Recognise that writing and symbols are used to record ideas and convey messages	WCT.1.V1 Recognise that writing is used for different purposes	WCT.2.V1 Identify a range of purposes for writing	WCT.3.E/F1 Identify when and how to use writing for different purposes

Strand	Sub-strands	Beginning Year 1	Year 1	Year 2	Year 3
Viewing	Skills and Strategies	VSS.B.V1 Identify some simple signs and symbols in their environment	VSS.1.V1 Share messages using signs and symbols and visual texts	VSS.2.V1 Identify and interpret the messages conveyed by signs, symbols and visual texts in the classroom and their environment	VSS.3.E/F1 Identify the most important characteristics of signs, symbols and visual texts
	Production	VP.B.V1 Make signs and symbols to share simple messages with others	VP.1.V1 Express their personal thoughts and messages using signs, symbols and visual texts	VP.2.V1 Produce signs, symbols and simple visual texts to convey messages for specific purposes	VP.3.E/F1 Create a range of signs, symbols and visual texts using key characteristics
	Context and Texts	VCT.B.V1 Talk about how some signs and symbols are used in their local community to convey messages	VCT.1.V1 Recognise when and where some signs, symbols and visual texts are used in the community to convey special messages	VCT.2.V1 Investigate different purposes for using signs, symbols and visual texts	VCT.3.E/F1 Explain when, where and why different signs, symbols and visual texts are used

Please note that indicators are examples of what children need to do to achieve the outcomes. They are not a checklist to be systematically ticked off. Teachers need to use the indicators to help make judgements about student's achievements. Teachers can develop their own indicators for the learning outcomes.

LISTENING AND SPEAKING

Skills and Strategies

Year Level	Beginning Year 1	Year 1	Year 2		Year 3
Sub-strand Outcomes	LSSS.B.V1 Use basic skills of listening and speaking in vernacular	LSSS.1.V1 Demonstrate a range of listening and speaking skills in the classroom	LSSS.2.V1 Use consistently skills of listening and speaking in a range of familiar situations	LSSS.2.E/F1. Identify and say clearly English or French letter sounds and combinations and develop relevant vocabulary	LSSS.3.E/F1 Develop appropriate vocabulary and pronunciation in English
Indicators	This will be evident when the child, for example: a. attends to, follows and imitates simple sound patterns b. waits their turn to speak c. follows 1 or 2 or 3 step instructions d. displays interest in speaker by using appropriate body language e. identifies the sound of individual letters such as the first letter of their name f. experiments with sounds and words (rhyming, nonsense words)	This will be evident when the child, for example: a. recognises same sounds at beginning and/or end of spoken words b. uses a variety of tone, pitch, pace and volume when telling a story c. extends sentences using new vocabulary d. listens to others and gives positive feedback e. listens to others and retells main ideas f. speaks clearly in vernacular using mostly correct sentence structure	This will be evident when the child, for example: a. listens to and shares information orally with others b. asks relevant questions of a speaker from community c. follows oral instructions to complete an activity with many steps d. uses suitable word order and sentence structure when speaking e. recalls, retells and dramatise stories f. sequences events in correct order	This will be evident when the child, for example: a. begins to say some English/French alphabet sounds b. blends sounds to make words c. labels objects orally inside and outside the classroom d. listens to and recognises simple phrases, commands and names of familiar objects e. matches appropriate actions with words and phrases f. recognises that the tone of voice goes up at the end of questions	This will be evident when the child, for example: a. finds out meanings of new words b. develops and uses new vocabulary c. chooses correct words when responding to spoken language d. speaks in sentences, using appropriate tone and pitch e. asks and responds simple questions f. recognizes initial sounds of words g. attempts to pronounce words clearly and accurately

Production

Year Level	Beginning Year 1	Year 1	Year 2		Year 3
Sub-strand Outcomes	LSP.B.V1 Listen and speak effectively with those around them using their vernacular language	LSP.1.V1 Speak confidently and listen actively using vernacular in informal and formal situations in the classroom	LSP.2.V1 Listen and speak to others in informal and formal situations at school and in the community using vernacular	LSP.2.E/F1 Answer simple questions and respond to familiar greetings and commands in English or French	LSP.3.E/F1 Listen to, begin to speak and attempt to use appropriate vocabulary and pronunciation in English or French
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. responds to oral communication b. listens to and joins in songs and rhymes c. talks about experiences with others in small groups d. expresses their needs, feelings, ideas and thoughts to others orally e. recites and sings songs, chants and rhymes f. speaks with others and connects new experiences with what they already know 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. participates in group learning activities such as shared stories, making things, and games b. retells stories and personal events in own words c. talks about a topic of interest d. asks and answers questions to extend on what someone else has said e. talks to whole class using an aid such as an object, book, leaf f. responds appropriately to questions about self and events 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. discusses events which have occurred in their community b. listens to the viewpoint of others and expresses personal point of view c. makes relevant contributions in class and group discussion d. responds appropriately when others seek information from them e. delivers oral presentations such as news, morning talk and reporting back from group work 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. listens and responds to simple questions in English or French b. responds to familiar phrases and commands c. constructs simple sentences in English or French d. uses appropriate greetings in familiar situations 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. presents simple information to class such as describing family and where they are from b. listens to and follows simple instructions c. listens and responds during simple conversations and dialogue d. retells simple stories or events e. listens to others and shares opinions, expresses needs, emotions, likes, and dislikes

Context and Texts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	LSCT.B.V1 Be aware that we speak differently in different situations	LSCT.1.V1 Recognise that speaking changes to suit particular situations at school	LSCT.2.V1 Adjust their speaking to suit a range of familiar situations at home, school and in community	LSCT.3.E/F1 Demonstrate appropriate listening and speaking behaviour in a variety of situations
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. knows and uses appropriate greetings b. shows appropriate interactions in a variety of situations such as play activities, mat time, celebrations, concerts c. talks about how language is used differently in different places (church, nakamal, school, playground) d. indicates awareness of different ways of communicating such as talkback & presentations on radio, stories, songs, music 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. uses appropriate greetings and farewells in a variety of situations at school b. identifies the way people speak in a variety of situations at school c. recognises and responds to different tones of voice d. recognises and uses respectful language and gestures in interactions at school 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. uses body language such as facial expressions and hand gestures appropriate to the situation b. adjusts voice volume to suit situation c. selects and uses appropriate language in familiar situations in vernacular, English or French 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. adjusts language to suit formal and informal situations b. listens attentively in interactive groups or as part of an audience c. demonstrates they know when it is appropriate to speak and to listen

READING

Skills and Strategies

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	RSS.B.V1 Use pre-reading skills	RSS.1.V1 Develop skills and strategies to read and understand familiar, basic texts	RSS.2.V1 Use simple skills and strategies to read and understand familiar vernacular texts	RSS.3.E/F1 Select and apply a variety of skills and strategies to read and understand simple English or French texts
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. explores books in a group and independently b. identifies front cover, back cover, and spine of book c. handles books carefully d. follows words left to right, top to bottom of printed page e. answers questions about stories told or books read aloud f. talks about stories told or read to them and relates to own experiences g. makes sounds of letters and groups of letters h. begins to ask questions about stories i. gathers simple information from illustrations in texts 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. is aware that words are separated by spaces, pages of a book are numbered and a book has a cover page, author and illustrator b. name letters and makes letter sounds c. breaks words into syllables d. begins reading from left to right, top to bottom e. predicts unknown words in a story f. sounds out unknown words g. sorts words by their first letter h. recognizes high frequency words (sight words) i. describes characters and important events in a story 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies the beginning, middle and end of a story they have read b. interprets punctuation such as question marks, commas and full stops to help them read and understand texts c. reads high frequency words (sight words) d. segments letter sounds contained in one syllable words e. blends letter sounds into a recognizable word f. decodes and reads text by using their knowledge of letter-sound correspondence (phonics, syllables, word parts) 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. attempts to sound out new words b. asks and answers questions about simple texts c. recognises high frequency words d. makes the sound of letters and letter combinations e. recalls parts of texts to follow the story line f. makes up simple stories using illustrations g. uses letter sounds and letter sound combinations to read simple words h. breaks up words into syllables

Production

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	RP.B.V1 Demonstrate pre-reading behaviours when interacting with texts	RP.1.V1 Read and respond to simple vernacular texts	RP.2.V1 Read and understand simple vernacular texts	RP.3.E/F1 Read and comprehend simple graded texts in French or English
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. demonstrates an interest in reading b. uses books for enjoyment and information c. looks at pictures, ‘pretends to read’ alone and with others d. listens to and understands stories, answers questions and makes comments e. recalls facts from simple information texts read by the teacher f. chooses own books to look at g. responds to a variety of texts (fiction and information) read aloud 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. reads own written and picture texts such as dictated simple sentences and word list with pictures b. reads short recounts of their experiences c. selects books for enjoyment and information d. selects own book to read alone or with a partner e. begins to read aloud with some fluency in a natural rhythm f. reads own stories and recounts of own experiences g. predicts what comes next and relates own experiences to stories h. participates in shared reading using big books 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. reads and follows simple instructions and messages b. retells stories they have read c. chooses an appropriate book for reading by looking at the cover and reading the first one or two pages d. reads stories silently e. gathers information by reading charts, posters, pictures and labels f. reads stories, poems and rhymes with a partner g. reads familiar texts with fluency and a natural rhythm h. connects knowledge of own island to literature from another island of Vanuatu 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. takes pleasure in reading simple texts b. displays elements of text using illustration c. shows an understanding of stories and characters by role playing d. reads and follows simple messages and instructions e. reads aloud simple dialogues and graded texts f. relates personal experiences to reading materials g. uses full stops, question marks, commas to guide reading

Context and Texts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	RCT.B.V1 Recognise that pictures and words convey meaning	RCT.1.V1 Recognise that texts can be imaginary and factual	RCT.2.V1 Describes the purposes of familiar imaginary and factual texts	RCT.3.E/F1 Recognise that texts are written for different purposes
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. makes connections to own experiences to help them understand a range of materials read by the teacher b. begins to distinguish between fantasy and realistic stories c. recognises types of everyday print materials (books, newspaper, signs, labels) d. names emotions displayed in stories 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. extends their understanding of reading materials by connecting ideas to their own knowledge and experience b. identifies simple main ideas and a few elements in texts, such as characters, setting and events c. compares pictures in fictional texts with those in informational texts d. talks about how stories they read make them feel 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. talks about why texts such as stories, letters, messages, invitations, lists, advertisements are written b. recognises how an author makes them feel from pictures and words in a text c. recognises how an author chooses pictures and words to suit a purpose 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. recognises simple differences between fiction and information texts b. talks about how different kinds of texts are used at home and in the community such as hymn books, newspapers, letters, shopping lists and calendars

WRITING

Skills and Strategies

Year Level	Beginning Year 1	Year 1		Year 2		Year 3	
Sub-strand Outcomes	WSS.B.V1 Develop and use pre-writing skills	WSS.1.V1 Develop beginning hand writing skills using script and cursive	WSS.1.V2 Use basic rules of writing to construct simple vernacular texts	WSS.2.V1 Demonstrate legible hand writing skills in script and cursive	WSS.2.V2 Use appropriate rules to organise writing	WSS.3.E/F1 Write legibly in accordance with standards required	WSS.3.E/F2 Use basic rules of writing to construct simple English or French texts
Indicators	This will be evident when the child, for example: a. makes marks with crayons, charcoal, chalk and sticks b. scribbles and uses symbols to represent letters c. draws lines and circles d. traces around letters e. draws a picture	This will be evident when the child, for example: a. distinguishes between small and capital letters and writes name in small letters and capital letters b. forms letter shapes, using good posture, grip and position of materials for writing	This will be evident when the child, for example: a. formulates simple sentences b. uses capitals, full stops, question marks in written work c. uses descriptive words in sentences d. reads to correct own work to see if it makes sense	This will be evident when the child, for example: a. writes legibly in script when copying from a book b. follows instructions and copies letters accurately c. follows instructions to join letters with appropriate strokes to make up words	This will be evident when the child, for example: a. spells familiar words accurately b. uses capital letters for the beginning of sentences and for proper nouns c. writes sentences that flow together and sound natural when read aloud	This will be evident when the child, for example: a. takes care with presentation of writing b. copies text from a book or board using consistent letter size and formation c. begins to master cursive writing	This will be evident when the child, for example: a. writes letters or groups of letters to form words b. spells common words c. uses markers of time such as yesterday, today, tomorrow d. uses simple grammar

Production

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	WP.B.V1 Represent ideas & information using pictures and dictation to an adult	WP.1.V1 Write sentences to create simple texts in their vernacular	WP.2.V1 Write simple fiction and information texts in their vernacular	WP.3.E/F1 Write sentences to create simple texts in English or French
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. tells a story and asks someone to write it down b. pretends to write texts using models in the classroom such as poems, rhymes, chants, and stories c. thinks up and dictates sentences for their own pictures d. uses scribbles to represent a message to a friend e. makes suggestions when the teacher is modelling writing of a story 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. writes own name on own work b. works with others to write and illustrate big books for the class c. selects words that convey a clear meaning d. applies knowledge of letter sounds and shapes to write words e. prepares and shares writing such as notes, messages to friends, sentences on new topics and short descriptions f. edits to improve their own writing 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. writes simple sentences in pairs, groups or alone b. identifies spelling errors in written work c. writes and illustrates Big Books d. writes simple sentences based on real or imagined events e. writes a simple narrative with beginning, middle and ending f. writes a variety of functional texts such as classroom rules, letters, recipes, notes/messages, and cards g. plans, writes, edits and publishes their texts 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. writes simple sentences in pairs, groups or alone b. identifies spelling errors in written work c. writes responses to simple questions and instructions d. summarises in writing something short they have read or have had read to them e. completes a story by writing an ending f. writes down simple spoken language to convey correct meaning g. edits their writing in pairs or alone to make meaning clearer

Context and Texts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	WCT.B.V1 Recognise that writing and symbols are used to record ideas and convey messages	WCT.1.V1 Recognise that writing is used for different purposes	WCT.2.V1 Identify a range of purposes for writing	WCT.3.E/F1 Identify when and how to use writing for different purposes
Indicators	This will be evident when the child, for example: a. talks about times when people in their families write b. observes adults writing, copies and joins in c. identifies writing inside and outside the classroom d. talks about why people write	This will be evident when the child, for example: a. talks about times when writing is used in the school community b. discusses purposes of familiar written texts such as stories to read for pleasure, letters to send messages to someone, lists to help remember things c. collects and displays samples of writing d. discusses examples of how writing and pictures give information to people through texts such as books, posters, signs and newspapers e. expresses personal thoughts and feelings about some simple media texts such as posters and drawings	This will be evident when the child, for example: a. examines models of text such as letters, notes, stories and poems and discusses their purposes b. collects samples of their own writing and talks about the purposes with a partner or small group c. identifies examples of a range of writing found in the community and talks about their purposes	This will be evident when the child, for example: a. talks about when and how writing is used at special occasions in the community such as birthdays, community events and sporting events b. talks about when English or French writing is used in their community

VIEWING

Skills and Strategies

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	VSS.B.V1 Identify some simple signs and symbols in their environment	VSS.1.V1 Share messages using signs and symbols and visual texts	VSS.2.V1 Identify and interpret the messages conveyed by signs, symbols and visual texts in the classroom and their environment	VSS.3.E/F1 Identify the key characteristics of signs, symbols and visual texts
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies signs and symbols such as namele leaf, weaving, road signs and posters and asks what they mean b. recognises some signs and symbols in media programs or messages c. talks about different signs and symbols d. recognizes and identifies most local signs and symbols 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. responds to meanings and ideas portrayed in drama, songs, dance and pictures b. identifies and describes the visual features of different media c. communicates ideas or stories using drama, dance and photographs d. identifies the messages conveyed by the use of some traditional crafts such as mats, tamtams, sand drawings e. identifies the messages conveyed by signs and symbols f. interprets a range of signs, symbols and visual texts 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies the significance of signs, symbols, media and arts in their own culture b. shows an awareness of how words and images can be combined c. identifies the messages presented by different visual texts such as in posters, photographs d. identifies that body language conveys a message e. talks about how words and images can be combined to convey messages 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. explores simple visual texts such as posters, newspapers and notices b. identifies characteristics of visual texts such as colour, pictures, symbols, size and shape of words that make them effective c. explains characteristics of signs and symbols in their local culture d. talks about how a photograph can be used to convey a message about a place or person e. recognizes that visual texts can stir up feelings

Production

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	VP.B.V1 Make signs and symbols to share simple messages with others	VP.1.V1 Express their personal thoughts and messages using signs, symbols and visual texts	VP.2.V1 Produce simple signs, symbols and visual texts for specific purposes	VP.3.E/F1 Create a range of signs, symbols and visual texts using key characteristics
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. makes up and tells stories using signs, symbols and visual media as aids b. uses natural materials to convey custom messages 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. recognises and uses the different signs, symbols and visual texts of their own language b. presents ideas using simple drama c. creates visual texts using signs, symbols to convey intended meaning 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. makes some traditional crafts of Vanuatu to express messages and information b. constructs signs, symbols and visual texts to support short stories c. produces messages through dance and drama 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. makes some traditional crafts of Vanuatu and explains their messages b. produces and presents some visual texts such as posters, pictures and simple diagrams c. performs cultural dances and explains what these dances mean, when and why these dances are performed and by whom d. investigates what designs, patterns and textures can be created for various 'messages' e. uses and interprets the visual element of colour f. views and interprets visual texts g. creates visual images to support written texts

Context and Texts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	VCT.B.V1 Talk about how some signs and symbols are used in their local community to convey messages	VCT.1.V1 Recognise when and where some signs, symbols and visual texts are used in the community to convey special messages	VCT.2.V1 Investigate different purposes for using signs, symbols and visual texts	VCT.3.E/F1 Explain when, where, and why different signs, symbols and visual texts are used
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. imitates ceremonies in their own community through dramatic play b. recognizes and talks about different ceremonies in their community c. talks about the meaning or message conveyed by some dramas and dances d. talks about the stories conveyed by some sand drawings e. talks about the meanings of some carvings and weaving patterns 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. views a range of visual texts and talks about their purposes b. identifies the purpose and intended audience of some simple visual text e.g. patterns on mats, fabric c. discusses when and where it is appropriate to use particular signs and symbols 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. discusses examples of signs, symbols, visual text and some local crafts and how they convey messages b. talks about the reasons why people in their families use signs, symbols and visual text c. selects a type of sign, symbol, visual text or local craft for a particular purpose and explains why they have chosen it d. identifies the purposes of different dances and dramas 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. explains how and why a range of signs, symbols and visual texts are used in their community b. discusses reasons for using some visual texts such as charts, maps, photographs c. identifies the intended purpose of different visual texts (inform, sell, warn) d. explains how visual texts can be used to enrich written texts e. describes particular signs, symbols and visual texts and explains why they are used f. identifies and discusses when, where and why different signs, symbols and visual texts are used in the community

Learning Outcomes and Activities



LISTENING AND SPEAKING

Skills and Strategies

Year	Beginning Year 1	Year 1	Year 2	Year 2	Year 3
Sub-strand Outcomes	LSSS.B.V1 Use basic skills of listening and speaking in vernacular	LSSS.1.V1 Demonstrate a range of listening and speaking skills in the classroom	LSSS.2.V1 Use consistently skills of listening and speaking in a range of familiar situations	LSSS.2.E/F1 Identify and say clearly English or French letter sounds and combinations and develop relevant vocabulary	LSSS.3.E/F1 Develop appropriate vocabulary and pronunciation in English or French
Activities	Children could, for example: a. echo patterns back, following the teacher's simple patterns from his body e.g. clap, tap b. learn from the teacher a variety of songs, rhymes, poems, etc. c. listen to teacher's instructions to pick up the first letter sound of his/her name d. recall events from homes by looking at pictures e. close eyes and identify sounds from inside and outside	Children could, for example: a. repeat alphabet sounds from the teacher b. give thumbs up when they hear same initial sound, thumbs down when they hear different sound c. put pictures, objects, names into sets of same initial sound d. tell morning news with the teacher's help e.g. what did you do first? e. give reasons why they like a particular story, a picture or an event	Children could, for example: a. learn poems and share with others by reciting b. brainstorm questions such as what, why, how, when before visitors arrive c. listen and follow steps for weaving, carving, and sand-drawing d. bring animals/ pets to school, build word bank with descriptive words e. make role play on familiar situation and talk about it	Children could, for example: a. learn alphabet songs, rhymes, poetry, and phonics b. sort pictures into groups which start with the same sound c. play games with picture cards such as memory game, lotto d. play "Simon says" game using English/French body language	Children could, for example: a. talk about their likes and dislikes with their peers or adults b. talk about familiar topics using vocabulary and sentence beginnings c. answer questions about the objects that are labelled in the room d. make up and say tongue twisters for particular letters

Production

Year	Beginning Year 1	Year 1	Year 2	Year 2	Year 3
Sub-strand Outcomes	LSP.B.V1 Listen and speak effectively with those around them using their vernacular language	LSP.1.V1 Speak confidently and listen actively using vernacular in informal and formal situations in the classroom	LSP.2.V1 Listen and speak to others in informal and formal situations at school and in the community using vernacular	LSP.2.E/F1 Answer simple questions and respond to familiar greetings and commands in English or French	LSP.3.E/F1 Listen to, begin to speak and attempt to use appropriate vocabulary and pronunciation in English or French
Activities	Children could, for example: a. tell stories in their own words b. talk about stories and events c. talk about an object and what they would want to know d. play guessing games ‘what’s in the box?’ ‘what’s behind my back?’ e. learn varieties of short poems, and recite to the class and parents f. tell stories, repeat often	Children could, for example: a. discuss at mat time what they see at a ceremony b. repeat common phrases c. create art and describe to others d. discuss in small or large group about events, stories and ceremonies e. model storytelling from people in the community f. news: small group talks to practise speaking about topics from other subjects	Children could, for example: a. sing and recite alphabet songs, rhymes, poetry b. sort picture cards into groups, e.g. words starting with the same sound c. play games with picture cards such as memory game, lotto d. take turns to talk to a partner about a familiar topic, the partner retells main ideas and then they swap roles e. draw pictures about an experience and then tell others	Children could, for example: a. role play various situations, children ask simple questions to guess what is happening b. play games which involve following oral instructions e.g. Simon says c. look at photos or pictures and ask simple questions to others d. greet visitors to the classroom e. have topic cards, pictures, photos to talk about theme topics	Children could, for example: a. listen and talk in small groups about the characters and main ideas from the story b. attend community events or look at photos, pictures and talk about them c. join in simple partner or small group to talk on a chosen theme e.g. families, experiences, game rules, community events d. listen and follow a simple recipe from a member of the community

Context and Texts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	LSCT.B.V1 Be aware that we speak differently in different situations	LSCT.1.V1 Recognise that speaking changes to suit particular situations at school	LSCT.2.V1 Adjust their speaking to suit a range of familiar situations at home, school and in community	LSCT.3.E/F1 Demonstrate appropriate listening and speaking behaviour in a variety of situations
Activities	Children could, for example: a. talk about & model greetings and responses on arrival and departure b. play and talk in small groups with others c. discuss at mat time about what they hear in different places such as church, nakamal, school d. listen to radio or various CDs, and storytelling and talk about what they hear	Children could, for example: a. say greetings and farewells, respond to roll call, greet a visitor who enters room b. role play scenarios using different tones of voice, talk about how they feel when they hear the tones, talk about when people use different tones of voice c. talk about and role play different tones they use when training their pets or village animals d. use classroom rules to remind them of ways to behave and respect others e. visit a variety of places in school, listen and talk about what they hear	Children could, for example: a. discuss class rules and give reminders of voice tone and volume b. listen to CDs, DVDs, radio, tape or video of stories, poems, etc. Discuss voices, facial expression and gestures. c. brainstorm different places at home, school and in the community and describe how people speak and listen in these places d. role play in a small group how language is used in a range of situations such as in the classroom, at church, in the playground, at a sporting event, at a wedding	Children could, for example: a. present a speech, poem, story, news, etc. b. attend cultural ceremonies and events, school assembly and explain the expectations in relation to appropriate listening and speaking behaviours c. learn about how to speak in formal presentations, at school assembly, in small groups or partner activities

READING

Skills and Strategies

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	RSS.B.V1 Use pre-reading skills	RSS.1.V1 Develop skills and strategies to read and understand familiar, basic texts	RSS.2.V1 Use simple skills and strategies to read and understand familiar vernacular texts	RSS.3.E/F1 Select and apply a variety of skills and strategies to read and understand simple English or French texts
Activities	Children could, for example: a. discover what a book is – look at various books in classroom b. explore story books – what is inside? – pictures, words c. make comparisons with exercise books – lines/no lines, pictures/no pictures d. model the correct handling of books and explore independently e. ‘read’, recognize, identify and cut out symbols and letters of their names from magazines, newspapers to paste	Children could, for example: a. discuss how to handle books, turn pages, parts of book, author, illustrator b. recognise letters of alphabet displayed in different forms e.g. frieze, cards, puzzles, games c. break words up, clap each syllable d. blending sounds; find words with same sounds blended e. read rhyming words f. look at pictures about topics, build word banks, display on walls g. choose and read from small and big books, reread often h. relate events and characters in stories to their own experiences or knowledge	Children could, for example: a. engage in shared book experiences and read along together with others b. discuss and make sentences using word cards and punctuation cards c. use lotto games and matching games for sight words d. use alphabet letters to build words, make up nonsense words, and blend sounds to make words e. read simple paragraphs and answer questions about text f. tell simple story, draw pictures and write a story	Children could, for example: a. sing and chant rhymes which have similar sound patterns, etc. b. have flashcards of high frequency words (sight words), play matching games, lotto, etc. c. make groups of objects whose initial sounds are the same d. break common words into syllables, clap each syllable e. read and discuss big books, and answer questions f. play games and sing songs to learn alphabet in English or French g. read and sort simple sentences and questions

Production

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	RP.B.V1 Demonstrate pre-reading behaviours when interacting with texts	RP.1.V1 Read and respond to simple vernacular texts	RP.2.V1 Read and understand simple vernacular texts	RP.3.E/F1 Read and comprehend simple graded texts in French or English
Activities	Children could, for example: <ul style="list-style-type: none"> a. talk about what they see in non-fiction and fiction books b. access fiction and non-fiction books throughout the day c. display interesting pictures from books, posters and photographs about relevant topics d. read books and tell stories often to small and large groups e. read, talk and ask questions about information in non-fiction books f. retell and act out stories at mat time g. draw one part of a story and contributes drawings with other pictures to make a book h. perform drama for others 	Children could, for example: <ul style="list-style-type: none"> a. sit and read quietly at the book corner b. select own books to read at school or take home to read with family c. choral reading - read same text out loud in a group together d. listen to a variety of books read aloud by the teacher for pleasure/enjoyment e. use props to dramatise stories in small groups f. relate their own experiences to what is happening in the text after listening to the big book often g. listen from a big book every day, and choose small books to read by themselves h. use props to retell and dramatise stories 	Children could, for example: <ul style="list-style-type: none"> a. in small groups follow simple recipes to cook b. make big non-fiction books about for example common animals in the village, insects, and fruits, retell it to the audience or in small groups and summarise the main ideas c. talk about the text, ask questions to others to guess or predict what will happen next d. read along together with an adult or a friend e. listen to older people reading to them in pairs or small groups f. tell a simple story, draw pictures and write story to make a book, alone or in a group 	Children could, for example: <ul style="list-style-type: none"> a. read a variety of books in English/French b. draw pictures about favourite characters or events in stories c. convert stories into dramas and present to others d. listen to stories and discuss similar experiences from their own lives e. draw main events from a story in the correct sequence f. work in small groups of similar ability for guided reading g. take turns to read the same simple text, ask questions and talk about the text and pictures h. teacher organises a treasure hunt

Context and Texts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	RCT.B.V1 Recognise that pictures and words convey meaning	RCT.1.V1 Recognise that texts can be imaginary and factual	RCT.2.V1 Describes the purposes of familiar imaginary and factual texts	RCT.3.E/F1 Recognise that texts are written for different purposes
Activities	Children could, for example: a. explore a variety of texts, non-fiction, poetry, posters, newspapers, magazines b. look at pictures while reading a story or information text c. say what they can see in pictures and know about or have done what is similar to the book d. tell what might happen next in a story or book e. read aloud from both non-fiction and information texts f. draw and write or dictate sentences about their own experiences g. draw and write or dictate sentences to retell a story	Children could, for example: a. have shared reading every day for discussion but also just for pleasure b. teacher stops when reading and children predict what might happen next c. talk about how they feel about a story d. draw how they feel, what they liked/didn't like in story e. make a group mural of the story/book f. talk about what they are doing to understand texts g. talk about what the story was about, where it was set, what happened, why it happened h. read and discuss information texts - relate to children's own experiences and knowledge	Children could, for example: a. explore a variety of imaginary and factual texts b. talk about what sort of books they are reading and why they are reading them	Children could, for example: a. have a competition between their friends to find a fiction and an information text b. bring examples of texts from home, discuss differences in type of texts c. explore different types of texts in English e.g. cook books, stories, factual books and newspapers d. look at the pictures and text and talk about why they would read a particular text e. every time they read, either big or small books in guided reading, they talk about what sort of book they think it is and why they are reading it

WRITING

Skills and Strategies

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	WSS.B.V1 Develop and use pre-writing skills	WSS.1.V1 Develop beginning hand writing skills using script and cursive	WSS.2.V1 Demonstrate legible hand writing skills in script and cursive	WSS.3.E/F1 Write legibly in accordance with standards required
Activities	Children could, for example: a. explore examples of poems, recipes, word lists b. use pencils, crayons, and charcoal to draw pictures, write names, titles, labels, etc. on pictures or cards c. use pencils and copy labels on the objects d. copy labels of objects in the classroom e. practise writing, using a pencil grip f. gather stones or sticks to draw pictures or letters on the ground and in sand	Children could, for example: a. practise how to form each letter during writing lesson b. practise good sitting posture; hold their books not too close to their eyes c. practise forming strokes, circles, letters and simple words after the teacher has demonstrated d. practise how to leave a finger space between words e. make captions and labels f. make an alphabet board g. teacher writes and children copy the day, date, month and year neatly on the board each day	Children could, for example: a. copy texts from the board, teacher provides structured handwriting lessons, showing how letters are formed and words are written on board b. practise holding their pencils correctly, sitting up straight in their seats, eyes not too close to page c. practise correct formation of letters d. practise neat work and take pride in their book work in all subjects	Children could, for example: a. do handwriting exercises daily with teacher modelling on the board b. trace over the letters in their book c. copy sentences and simple poems from the board as teacher demonstrates d. display examples of their work for others to see

Skills and Strategies

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes		WSS.1.V2 Use basic rules of writing to construct simple vernacular texts	WSS.2.V2 Use appropriate rules to organise writing	WSS.3.E/F2 Use basic rules of writing to construct simple English or French texts
Activities		Children could, for example: a. make captions and labels for objects b. make an alphabet board c. sort word cards to make sentences and write them in their book d. practise how to use capital letters, full stops, and question marks e. write words by listening for the first and last sound f. use small memo books to make personal dictionaries of words from their writing g. trace over words with their finger and then copy them, draw the shapes of words, match them to pictures, fill in missing letters, and use in simple sentences	Children could, for example: a. brainstorm topic ideas for writing b. plan simple stories using pictures or notes with a beginning, middle and end c. fill in the blanks with the help of word cards d. use dictionaries, word banks, word cards when writing e. organise sentences that have beginning, middle and conclusion and glue them into position f. practice correct use of simple punctuation g. self-correct by using words on the classroom walls	Children could, for example: a. test a partner on weekly spelling words b. write spelling words using “look, cover, write, check” c. use new words in sentences, break into syllables, draw the shapes of words, match pictures with new words d. complete sentences using sentence beginning cards e.g. Today I will... e. teach simple grammar structures – sentences, verbs, singular/plural, articles, definite and indefinite f. follow examples to practise writing simple sentences and questions g. use personal dictionaries to write misspelt words used in their own writing

Production

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	WP.B.V1 Represent ideas & information using pictures and dictation to an adult	WP.1.V1 Write sentences to create simple texts in their vernacular	WP.2.V1 Write simple fiction and information texts in their vernacular	WP.3.E/F1 Write sentences to create simple texts in English or French
Activities	Children could, for example: a. use the dramatic corner to play, talk, and use writing in e.g. home, hospital/ first aid post, shop, airport b. write and draw in the literacy area where there are pens, pencils, crayons, paints, papers, name cards and scissors c. do writing following the teacher d. bring new objects to talk about e. read a non-fiction book, look at pictures and label f. give ideas to complete a story and read it with a friend	Children could, for example: a. draw a part of the story from the board b. select a beginning for a story and work in pairs to talk about and write the ending c. write simple sentences, list of favourite things, labels, captions for drawings and simple letters d. post messages to each other using the class letter-box e. make class reports about trips/ studies in small groups f. add the middle and the ending to the beginning of the story on the board g. make mobiles - trace around template shapes of fruits, flowers, leaves, figures, numbers, animals, letters	Children could, for example: a. work in pairs producing simple stories and recounts about events and imaginary ideas b. make a big book as a class, discuss, record and illustrate the story c. write notices to advertise a cake sale or a fundraising and display them around the school d. display some functional text writing and display in the classroom e. display their own products, for example; illustrations, photographs, drawings and diagrams f. record their ideas to create writing in their notebooks	Children could, for example: a. gather a selection of pictures, generate some words or phrases about each picture and write labels and sentences next to the picture b. start a simple story using a set beginning e.g. Once upon a time etc. c. make big books using simple repetitive sentence structure d. teacher talks about the language structure of story – beginning, series of events where a problem arises, ending where the problem is solved e. write a simple story using correct tenses

Context and Texts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	WCT.B.V1 Recognise that writing and symbols are used to record ideas and convey messages	WCT.1.V1 Recognise that writing is used for different purposes	WCT.2.V1 Identify a range of purposes for writing	WCT.3.E/F1 Identify when and how to use writing for different purposes
Activities	Children could, for example: a. look at pictures and use the appropriate symbol to give a message b. explore different posters c. talk about why you write at mat time	Children could, for example: a. discuss with the teacher why we write stories, letters and lists, write up the answers or show with simple drawings or diagrams b. look at variety of stories, letters, and lists c. make posters to advertise school events and display on the wall and talk about the purpose of the posters d. discuss with the teacher how writing and pictures give information to people e. work in small groups to brainstorm types of common writing that give us information e.g. newspaper, bible, signs on shops f. discuss posters, signs and newspapers and talk about why people would read them	Children could, for example: a. walk around the room to explore different text types such as lists, letters, stories, newspapers, poems, information texts, do a gallery walk around the room, talk in small groups afterwards and decide why people would read different sorts of texts b. keep sample work of writing types, and practise how to discuss with their partner c. have an excursion through the village or neighbourhood and write down different kinds of writing they see and what it is used for e.g. they may see signs and labels in shops or at the market, road signs, a library	Children could, for example: a. listen to a story read or a story that you write, talk about the purpose of that sort of writing b. take a walk through the village or neighbourhood and write down everything they see written e.g. road signs, shop or cafe names, newspapers, library, church signs or first aid posts

VIEWING

Skills and Strategies

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	VSS.B.V1 Identify some simple signs and symbols in their environment	VSS.1.V1 Share messages using signs and symbols and visual texts	VSS.2.V1 Identify and interpret the messages conveyed by signs, symbols and visual texts in the classroom and their environment	VSS.3.E/F1 Identify the key characteristics of signs, symbols and visual texts
Activities	Children could, for example: a. bring from home or describe signs and symbols such as canoe, coloured calico e.g. white, purple, black, and red, namele leaf, tamtam, salusalu, mat, fire smoke, danger signs, crossing signs. Discuss with the teacher about these signs e.g. where you see them, find out what you know about them, play games to learn what these signs and symbols mean. b. explore different posters and talk about what you see	Children could, for example: a. watch and talk about custom stories and custom songs and dances, talk about the messages and how they were communicated b. explore traditional materials to make symbols and share messages c. look at materials such as posters of foods, road safety, cigarettes, dental care; namele leaf, and kava leaf; patterns on mats, fans, fabric. Talk about the messages and how they are being passed on. d. watch traditional dance at ceremonies and talk about what messages are being conveyed	Children could, for example: a. talk about crafts and materials (mats, fans, carvings etc.) and where and how they are used b. take a walk through the village/bush or town and see how many signs, symbols and visual texts exist and keep a list. Work in groups to make a common list and draw the signs and share what they mean e.g. specific pictures, traffic signs, no entry signs, no flame, way out, no smoking, traditional signs and symbols, and see which group finds the most c. make a sequence of pictures or photographs telling of a class event or celebration. What is the message?	Children could, for example: a. look at a variety of posters, newspapers, notices and use descriptive words and phrases to identify characteristics. Talk about pictures, photos, size of letters, what catches their eye, use of colour. b. find different photographs of families, talk about which ones they like best and why and then look at which features caught their attention – background, how close up the photo was taken, colour or black and white, what the people are doing in the photograph

Production

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	VP.B.V1 Make signs and symbols to share simple messages with others	VP.1.V1 Express their personal thoughts and messages using signs, symbols and visual texts	VP.2.V1 Produce simple signs, symbols and visual texts for specific purposes	VP.3.E/F1 Create a range of signs, symbols and visual texts using key characteristics
Activities	Children could, for example: <ol style="list-style-type: none"> use puppets to tell stories make string figures using e.g. pandanus leaves, burao fibre, modern strings such as wool, fishing line, ribbon, elastic or elastic bands and use them to tell stories in pairs look at the examples of armbands, fans, mats and talk about when they are used and what they mean use materials such as string, leaves, flowers, coconut shells, bamboo, sea shells, coconut fibre, pandanus leaves, burao fibre, nambanga roots to make signs listen to elders in the community telling traditional stories 	Children could, for example: <ol style="list-style-type: none"> use modern and traditional signs, symbols and posters to create messages using visual text attend a local theatre show or school concert night to help create drama that has a message in small groups share thoughts and feelings about designs, patterns and texture created to convey various 'messages' go on an excursion to investigate signs and symbols in the community make visual texts to create posters by using crayons, felt pens 	Children could, for example: <ol style="list-style-type: none"> attend a local dancing ceremony in the community, arts festival or other cultural show prepare own dances for special occasions and perform for parents and community members explore examples of some traditional crafts e.g. hats, necklaces, combs etc. Use these as models to create signs, symbols and visual texts. select signs, symbols and local crafts for a particular purpose and explain why these are chosen listen to community members talking about dance and drama and learn how to perform the dance and drama 	Children could, for example: <ol style="list-style-type: none"> discuss as a class the features of visual texts e.g. pictures and text, use of colour, importance of layout) show examples and talk about them learn a variety of custom songs, dances and dramas from community members and perform for parents and community members make a variety of crafts appropriate to your community have a community member tell a custom story and draw main messages make puppets from materials such as coconut husks, bottles, socks, seed pods and use them to create plays, perform for other classes

Context and Texts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	VCT.B.V1 Talk about how some signs and symbols are used in their local community to convey messages	VCT.1.V1 Recognise when and where some signs, symbols and visual texts are used in the community to convey special messages	VCT.2.V1 Investigate different purposes for using signs, symbols and visual texts	VCT.3.E/F1 Explain when, where, and why different signs, symbols and visual texts are used
Activities	Children could, for example: <ol style="list-style-type: none"> listen to a community member talking about ceremonies explore pictures of different ceremonies in their communities and identify signs and symbols used bring props such as conch shell, tamtam, bell, gong, bamboo, coconut shells, and costumes for dressing up explore examples of carvings, woven mats, fans, armbands make an excursion to a cultural centre or to an artefact shop or workshop or observe a group of women weaving, look at the signs and symbols and copy some 	Children could, for example: <ol style="list-style-type: none"> practise and demonstrate, for example, dancing to the beat of a tamtam or handheld tapping sticks, and talk about when and where songs and dances are performed listen to elders from the community (men and women) talking about custom dances and special occasions where traditional signs and symbols are used 	Children could, for example: <ol style="list-style-type: none"> look at different kinds of signs and symbols used in visual media and in examples of local craft materials identify and sort signs and symbols used for different purposes, draw posters to show signs and symbols used for different purposes attend cultural ceremonies, dances, dramas, discuss purpose of ceremony and make up questions to ask 	Children could, for example: <ol style="list-style-type: none"> look at different visual texts such as posters and brochures, and discuss how they are used in the community discuss why a particular visual text is produced and who it is for in groups brainstorm visual texts from their community, group them according to their purpose. Make posters to show signs and symbols for safety, important places in a community, etc.

Glossary and References



GLOSSARY

attributes	quality or a feature such as the number of sides in a shape, the colour
audience	the group of spectators or listeners to whom the oral or written text is directed
blends	mixes sounds of letters to produce words
contexts	the place or situation described in an oral or written text
characteristics	the distinguishing features or qualities of a text
classifies	groups or sorts objects according to attributes
clusters	to form small close groups
components	parts of a whole
conventions	the widely accepted view of usage, rules and practices in the making and reading of oral and written text
cumulative	the steady increase in difficulty of the outcomes and indicators
cursive	handwriting used with joined letters
decoding	use knowledge of letters, sounds and word patterns to read unknown words
high frequency words	a list of common usage words which are/should be memorised
mechanics	the process or technique used to perform a skill
phonemes	letter sounds
predict	telling in advance
prompting	reminding
prop	an object used in drama or film to support the story
syllables	part of a word pronounced as a unit
script	the printed system of handwriting
segment	a section something can be divided into
sequenced	the placing of items in successive order
sign	an indication of something not immediately observable e.g. a notice, gesture, mark or symbol used to convey meaning or a message
symbol	a sign or thing that stands for something else, e.g. a cross as a symbol for a church or first aid post.
text	the actual oral, visual or written form used to inform, entertain, persuade
word bank	a collection of words relevant to the topic being studied

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Maths



CONTENTS

Section 1:	Introduction	52
	Rationale.....	53
	Aims	53
	Content Overview	53
	Assessment	55
Section 2:	Learning Outcomes and Indicators	57
	Overview of all Strand and Sub-strand Learning Outcomes.....	59
	Number.....	63
	Measurement	66
	Geometry.....	69
	Patterns	71
	Chance and Data.....	72
Section 3:	Learning Outcomes and Activities.....	75
	Number.....	77
	Measurement	80
	Geometry.....	83
	Patterns	85
	Chance and Data.....	86
Section 4:	Glossary and References	89
	Glossary.....	91
	References	94

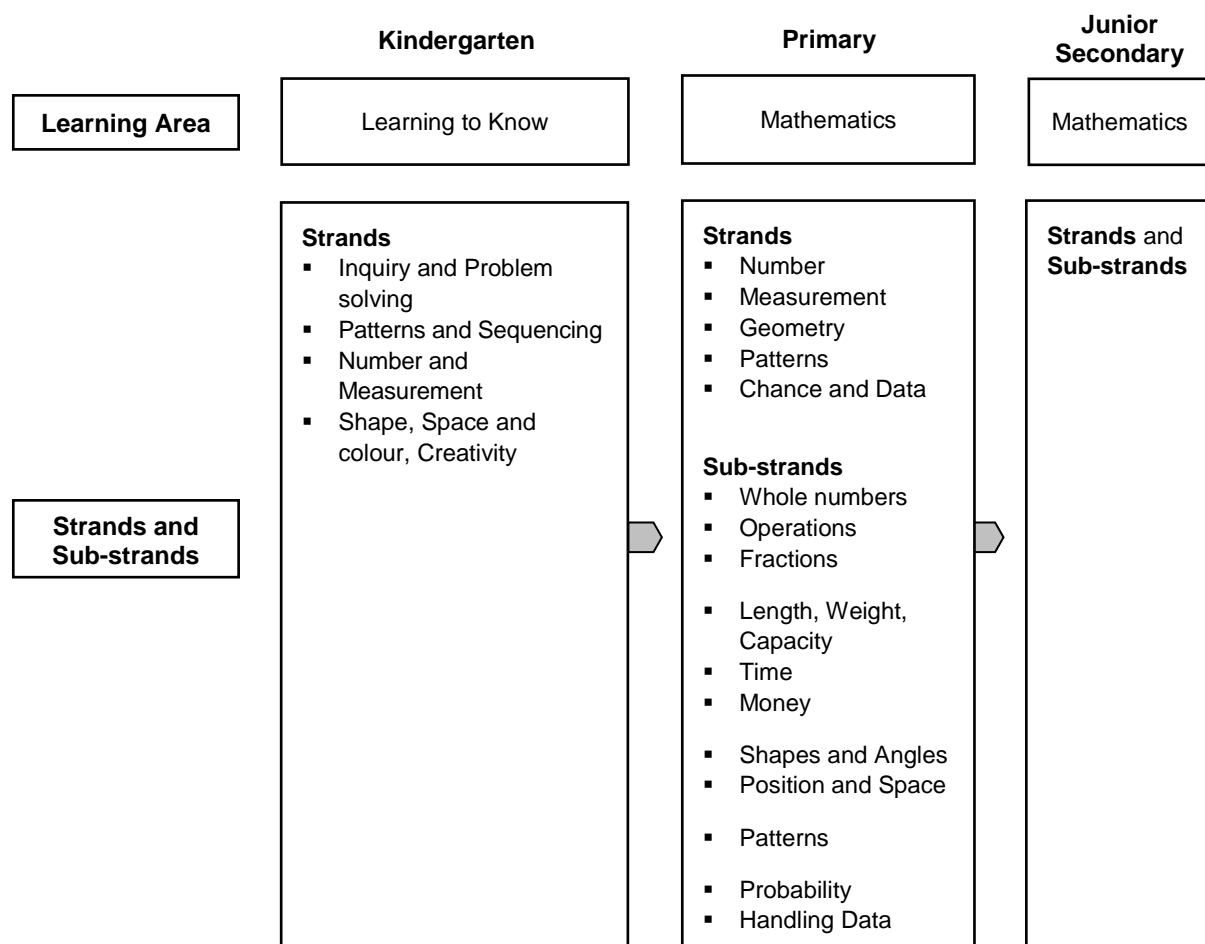
Section 1

INTRODUCTION

The *Vanuatu Mathematics Syllabus for Year 1 to Year 3* identifies the knowledge, skills, attitudes and values that children should demonstrate at this level of schooling. These achievements are expressed as outcomes and indicators in this syllabus.

The purpose of this Mathematics Syllabus is to assist teachers of Years 1 to 3 to develop teaching and learning programs for children at this level. The syllabus describes the content for Mathematics for the first three years of primary school. It includes foundation learning for children who have not attended Kindergarten. This is captured by the level described as Beginning Year 1 in this syllabus.

Key-links between Kindergarten, Primary and Secondary and Learning Areas, Subjects, Strands and Sub-strands



At Years 1, 2 and 3 the Mathematics Syllabus is timetabled for 7 hours or 420 minutes per week or on average 84 minutes each day.

Rationale

Mathematics is at the heart of the human experience. Children in Vanuatu come from different cultural, social and economic backgrounds. They should have access to a curriculum that encourages them to communicate and interact with others in their community and beyond using Mathematics. The majority of children, in Vanuatu, are in rural villages on the islands where communities place a high value on their own culture. It is essential that children are enabled to participate fully in their society and the development of mathematical knowledge, skills, understanding and confidence will help them participate and to progress in other learning areas. In primary school children should develop a positive attitude towards and gain pleasure from doing mathematics. They should be aware of the mathematics which is practised around them in everyday life and become numerate members of society.

Aims

The aims of Mathematics from Year 1 to Year 3 are as follows. Children:

- understand number systems and use numbers
- recall and process mathematical data and apply basic facts
- understand and use the operations of addition and subtraction in everyday problems
- understand and use the concepts of space and spatial relations
- understand and use the concepts of measurement relating to length, time, weight, and capacity
- understand and construct simple graphs.

Content Overview

The Mathematics Learning Area includes the skills, knowledge and attitudes needed by all citizens to communicate mathematically at home, school and in the community. The content of this syllabus is organised as follows:

- Learning Area Outcome
- Strands
- Sub-strands
- Learning Outcomes and Indicators
- Learning Outcomes and Activities

Learning Area Outcome

Within the *Vanuatu National Curriculum Statement* Mathematics and Science are located in the same Learning Area. The following learning area outcome describes the end point of Mathematics and Science learning when children complete Year10.

The Mathematics and Science Learning Area Outcome is as follows:

Describe, interpret and analyse social, natural and physical systems and apply mathematical and scientific concepts and processes to develop an understanding and appreciation of our physical and natural world and make reliable judgments.

This syllabus contains learning outcomes, indicators and activities for Mathematics.

Strands

Strands define major aspects of learning within a subject.

Sub-strands

Sub-strands define major aspects of learning within the strands.

Learning Outcomes and Indicators

The content of the Strands and Sub-strands are expressed as learning outcomes and indicators. A learning outcome is a specific statement that identifies the knowledge, skills, attitudes and values all children should achieve or demonstrate. Learning outcomes are student-centred and written in terms that enable them to be demonstrated, assessed or measured.

Each learning outcome is accompanied by a set of indicators. Indicators are examples of what children can do, know and understand when they have achieved the learning outcomes.

Activities

Some sample teaching and learning activities have been included to assist teachers to develop learning programs to support all children to achieve the outcomes. Teachers can expand on this list of activities.

The syllabus is:

- sequenced in that learning outcomes and indicators are ordered from one year level to the next by degree of difficulty
- cumulative in that knowledge and skills at each year level builds upon previous learning.

Description of Strands and Sub-strands

The table below provides an overview of the Strands and Sub-strands in the Mathematics Syllabus and descriptions of both the strands and sub-strands follow.

Table of Strands and Sub-strands

Mathematics has five strands and a number of sub-strands across each strand.

Strand	Number	Measurement	Geometry	Patterns	Chance and Data
Sub-strand	<ul style="list-style-type: none">▪ Whole Numbers▪ Operations▪ Fractions	<ul style="list-style-type: none">▪ Length, Weight, Capacity▪ Time▪ Money	<ul style="list-style-type: none">▪ Shapes and Angles▪ Position and Space	<ul style="list-style-type: none">▪ Patterns	<ul style="list-style-type: none">▪ Probability▪ Handling Data

Description of Strands

The five strands of Mathematics are described below.

Number

The strand of Number is concerned with the development of an understanding of number using indigenous as well as foreign counting systems and the confidence and competence of their use of basic operations of addition and subtraction to solve relevant problems. Children learn to count, calculate and estimate in a variety of ways with assistance from a combination of direct teaching, guidance and a range of child-centred activities.

Measurement

The strand of Measurement covers concepts and skills which are very relevant and applicable in the everyday lives of children. Children learn to estimate, and measure length, weight, capacity, and time using concrete materials and relevant experiences, by means of local ways of estimating and measuring, non-standard units and arbitrary units before moving on to basic metric units. Children are given opportunities to explore and learn through hands-on activities with real materials.

Geometry

The strand of geometry helps children to develop recognition and understanding of the properties and symmetry of shapes. Children have opportunities to recognise, draw and describe attributes of two- and three-dimensional shapes and objects and to explore the space around them, gaining an understanding of how they and other objects relate and share the space around them.

Patterns

The patterns strand helps children to identify and reproduce patterns of shape, design and movement in local art forms, using natural and man-made materials and simple number patterns.

Chance and Data

The strand of chance and data allows children to use information to make sensible guesses and consider the predictability of events happening in their local community and to record their findings in a mathematical way. Children gather data relevant to their daily lives using observation and simple survey tools and discuss them with others. Children also learn about probability by discussing the likelihood of relevant events happening in their community.

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about children's achievement of the learning outcomes described in the subject syllabuses.

Teachers use criteria derived from the learning outcomes to assess children's work. The criteria are made explicit to the children so they know what they have to do to be successful. Assessment criteria help teachers to make consistent and fair judgements about children's achievements.

Assessment of Mathematics

Assessment in Mathematics at this level is school-based: schools and teachers program activities and assess achievement of the syllabus outcomes.

Assessment in Mathematics is continuous: children are assessed during lessons while learning and applying knowledge and skills in a range of contexts.

Assessment in Mathematics is criterion-referenced: teachers choose criteria that describe children's achievements in relation to the learning outcomes being assessed. They use these criteria to judge the standard of children's work.

Gathering information

The following are useful and suitable methods of gathering information on children's achievements at this level of schooling.

Observation	Talking with children	Self-Assessment	Peer Assessment
<ul style="list-style-type: none">▪ informal observation during class▪ checklists and notes▪ watching work in progress▪ systematic observation during class▪ discussion with other staff▪ community discussions	<ul style="list-style-type: none">▪ informal conversation▪ interview▪ questioning on own or in groups▪ asking open-ended questions▪ listening to children's explanations	<ul style="list-style-type: none">▪ answering questions▪ explaining▪ describing▪ passing on information▪ using mathematical terms▪ asking questions▪ interviewing▪ reflecting on own learning	<ul style="list-style-type: none">▪ discussion of work▪ describing aspects of work▪ comparing work▪ expressing preferences

Learning Outcomes and Indicators



Overview of all Strand and Sub-strand Learning Outcomes

The learning area outcome for Mathematics and Science that appears below describes the endpoint of Mathematics and Science learning by the end of Year 10. The table describes the strand learning outcomes for each of the five strands in Mathematics for Years 1-10.

Learning Area Outcome

Describe, interpret and analyse social, natural and physical systems and apply mathematical and scientific concepts and processes to develop an understanding and appreciation of our physical and natural world and make reliable judgments.

The Mathematics syllabus is organised into five Strands: Number, Measurement, Geometry, Patterns, and Chance and Data.

Strand	Number	Measurement	Geometry	Patterns	Chance and Data
Learning Outcome	Apply effective strategies for numerical calculation and problem solving	Demonstrate skills of estimation and measurement in a range of contexts, using appropriate units, instruments and formulae	Demonstrate an understanding of geometric reasoning and spatial awareness and analyse mathematically the spatial features of objects	Recognise, describe and represent patterns and relationships and apply algebraic techniques to solve problems	Collect, organise, present and analyse data and use probabilities to draw conclusions and make predictions

Each of these strands is organised into sub-strands as shown in the following table.

Strand	Number	Measurement	Geometry	Patterns	Chance and Data
Sub-strand	<ul style="list-style-type: none"> Whole numbers Operations Fractions 	<ul style="list-style-type: none"> Length, Weight, Capacity Time Money 	<ul style="list-style-type: none"> Shapes and Angles Position and Space 	<ul style="list-style-type: none"> Patterns 	<ul style="list-style-type: none"> Probability Handling Data

Each of these sub-strands has explicit learning outcomes that identify what a child at this level should do in order to achieve these outcomes. To assist the teacher, attached to each sub-strand outcome is a list of indicators. Indicators highlight what a child might be observed doing at a particular level of schooling so demonstrating they have achieved the outcome. Please note that indicators are examples of what children need to do to achieve the outcomes. They are not a checklist to be systematically ticked off. Teachers need to use the indicators to help make judgements about children's achievements. Teachers can develop their own indicators for the learning outcomes.

The process skills of problem solving, reasoning and communicating mathematical ideas are learned and assessed within the strands of number, measurement, geometry, patterns and algebra, and chance and data.

Reference System for Outcomes

In the following tables each sub-strand outcome has letters and numbers which denote the strand name, the sub strand name, the year level, whether it is for Vernacular, French or English and the number indicates how many outcomes with these characteristics. For instance, in the Number table **NWN.B.V1** means Number Strand (**N**), Whole Numbers (**WN**), Beginning Year 1 (**B**), Vernacular (**V**) and learning outcome 1 (**1**). If the outcome is written to be achieved in French or English, it will end with either an **E** or an **F**. Each indicator is labelled alphabetically using a small letter. Refer to particular outcomes and indicators using this system.

Strand	Sub-strand	Beginning Year 1	Year 1	Year 2	Year 3
Number	Whole Numbers	NWN.B.V1 Count objects using vernacular number system	NWN.1.VE/F1 Count, write numerals, compose, compare and order groups of objects up to 20	NWN.2.VE/F1 Read, write, represent and order whole numbers to 99 using a variety of materials	NWN.3.E/F1 Read, write, represent, compare, order, compose and decompose whole numbers from 0 to 999
	Operations	NO.B.V1 Explore putting together, taking away, grouping and sharing using concrete materials	NO.1.VE/F1 Solve problems involving addition and subtraction of single digit whole numbers using concrete materials	NO.2.V1 Solve problems involving addition and subtraction of one and two digit whole numbers using a variety of strategies	NWO.3.E1 Solve problems using adding, subtracting and multiplying in a variety of ways
	Fractions	NF.B.V1 Recognize an object or a collection of objects that can be broken down	NF.1.V1 Break up objects into pieces and recompose them	NF.2.V1 Recognise different ways of making a whole and parts of a whole	NF.3.E/F1 Divide whole collections of objects into equal parts
Measurement	Length, Weight and Capacity	MLWC.B.V1 Measure length, weight and capacity of objects using local methods	MLWC.1.V1 Measure and compare length, weight and capacity using non-standard methods	MLWC.2.V1 Estimate, measure, compare and discuss length, weight and capacity using both non-standard and standard measurements	MLWC.3.E/F1 Estimate, measure, record and compare length, weight, height, distance, and capacity using standard units
	Time	MT.B.V1 Describe and predict daily routines using local time markers	MT.1.V1 Tell time in traditional ways and estimate duration of a variety of activities and events	MT.2.V1 Identify and sequence events that occur at different times in a day, week and year	MT.3.E/F1 Recognize units of time by using a calendar and 12 hour clock (analogue)
	Money	MM.B.V1 Identify and imitate the traditional bartering methods of exchange	MM.1.V1 Identify and describe the coins 5, 10, 20, 50 and 100 vatu and use them to make various sums of money to purchase goods	MM.2.V1 Use coins to solve simple problems and recognise notes (200, 500, 1000)	MM.3.E/F1 Use coins and notes to solve simple problems

Strand	Sub-strand	Beginning Year 1	Year 1	Year 2	Year 3
Geometry	Shapes and Angles	GI.B.V1 Recognise and name common shapes in their environment	GI.1.V1 Identify and describe shapes in their environment	GI.2.VE/F1 Recognise, name, build, draw and sort 2- and 3-dimensional shapes	GI.3.E/F1 Describe characteristics of common 2-dimensional and 3-dimensional shapes and objects
	Position and Space	GT.B.V1 Describe location of objects and familiar places	GT.1.V1 Follow and give directions for moving from place to place using directional and positional language	GT.2.V1 Make and follow directions on simple maps	GT.3.E/F1 Draw simple maps to represent familiar places
Patterns	Patterns	PT.B.V1 Recognise and make a variety of patterns using materials in their local environment	PT.1.V1 Create, describe and extend regular and irregular patterns using local materials	PT.2.V1 Identify, create, describe, grow and shrink patterns using local and modern materials	PT.3.E/F1 Create, describe and complete a variety of patterns using numbers, shapes and traditional designs
Chance and Data	Probability	CDP.B.V1 Identify and describe events that happen in the community	CDP.1.V1 Identify and describe events that may happen in the community	CDP.2.V1 Identify and describe events that will happen, may happen and will never happen in the community	CDP.3.E1 Identify, sort and describe events in everyday life that involve chance
	Handling Data	CDHD.B.V1 Talk about and sort data about familiar topics	CDHD.1.V1 Collect and organize simple data to represent information	CDHD.2.V1 Collect, organise, look at and discuss data	CDHD.3.E1 Collect, organise, discuss and interpret data in a variety of ways

NUMBER

Whole Numbers

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	NWN.B.V1 Count object using vernacular number system	NWN.1.V1 Count, write numerals, compose, compare and order groups of objects up to 19	NWN.2.VE/F1 Read, write, represent and order whole numbers to 99 using a variety of materials	NWN.3.E/F1 Read, write, represent, compare and order whole numbers to 999 using a variety of materials
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. counts common objects in correct order b. talks about how they use number in their lives c. uses ordinal language (first, second, third) d. identifies how objects are grouped in their community e. matches number words to the same number of objects f. talks about some of the symbols, pictures or objects used to represent numbers g. matches figures to objects 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. counts by grouping objects in many different ways such as twos, fives, and tens b. identifies how objects are grouped in the community c. sorts groups of objects with common attributes d. counts groups of objects to the highest two-digit number possible in vernacular up to 20 e. compares and orders numbers using the related vocabulary (equal, greater than, less than) f. says and writes numerals up to 19 in vernacular 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. counts objects using local and standard number systems b. uses vernacular words for number symbols and operational signs c. reads and writes two-digit numbers in figures and words d. identifies odd and even numbers under 20 e. orders two digit numbers and positions them on a number line f. orders and compares numbers using equal =, greater than > and less than < signs g. counts objects using English or French 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. uses with understanding a table of numeration (ones, tens, hundreds) b. reads and writes numbers to 999 in figures and words c. identifies ones, tens and hundreds in place value d. compares and orders numbers up to 999 e. counts forwards and backwards by various numbers and from various starting points f. uses cardinal and ordinal numbers g. estimates a number or a result (rounds up number to the nearest ten, hundred or thousand)

Operations

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	NO.B.V1 Explore putting together, taking away, grouping and sharing using concrete materials	NO.1.V1 Solve problems involving addition and subtraction of single-digit whole numbers using concrete materials	NO.2.V1 Solve problems involving addition and subtraction of one- and two-digit whole numbers using a variety of strategies	NWO.3.E/V1 Solve problems using adding, subtracting and multiplying in a variety of ways
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. groups objects together b. adds more objects to a group of objects c. takes objects away from a group following instructions d. describes what they have done when they add or take away objects from a group e. shares a group of objects 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. uses concrete materials to determine the total number b. presents a problem using concrete materials c. works out simple addition and subtraction problems using concrete materials d. changes various everyday life situations into an addition or subtraction operation e. understands the meaning of the equal (=) sign and determines if the statement is correct or not f. finds the solution of a given operational problem and displays the results 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. understands the meaning of the equal sign and determines if a statement is true or false b. places and writes numbers in units and tens using number sentences and place-value materials c. makes simple number sentences using numerals, vernacular and E/F words d. uses concrete materials to construct number sentences e. says and uses number names in order f. works out addition and subtraction problems from everyday life g. finds a solution to a given problem 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. add and subtract 2- and 3-digit numbers b. completes open number sentences c. uses addition and subtraction tables d. uses estimation when solving problems of addition and subtraction e. tries out different methods to solve problems (adding, subtracting without and with trading) f. uses mathematical language (plus, take away, equal, add, subtract) g. investigates multiplication and division

Fractions

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	NF. B. V1 Recognize an object or a collection of objects that can be broken down	NF.1.V1 Break up objects into pieces and recompose them	NF.2.V1 Recognise different ways of making a whole and parts of a whole	NF.3.E/F1 Divide whole collections of objects into equal parts
Indicators	This will be evident when the child, for example: a. shares collections of objects into subsets for friends cuts fruit and cakes in equal portions	This will be evident when the child, for example: a. groups objects using a common property b. breaks up a set of objects into subsets based on common ownership c. shares objects fairly d. examines parts of an object and puts them together to make a whole	This will be evident when the child, for example: a. shares quarters or, halves in solving problems b. shares a quarter and half of an object c. shares objects so that each receives one whole and a half d. identifies a quarter and a half of an object and names these parts	This will be evident when the child, for example: a. divides a collection of objects into halves, quarters, eighths and thirds b. uses the vocabulary double and halve with numbers in common use c. identifies quarters of an hour and halves of an hour using a model clock d. given a problem solves it by sharing equally

MEASUREMENT

Length, Weight and Capacity

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	MLWC.B.V1 Measure length, weight and capacity of objects using local methods	MLWC.1.V1 Measure and compare length, weight and capacity using non-standard methods	MLWC.2.VE/F1 Estimate, measure, compare and discuss length, weight and capacity using both non-standard and standard measurements	MLWC.3.E/F1 Estimate, measure, record and compare length, weight and capacity using standard units
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. matches lengths and weights using their own methods b. measures length, weight and capacity using local resources c. collects items of different sizes, lengths and weights and arranges them in order of size, length, weight d. uses vernacular words to describe length, weight and capacity of objects e. uses vernacular words to describe qualities such as full/ empty, heavy/light, long/short, tall/short, big/small 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. measures and compares length using such things as hand span, arm length, pacing, sticks or other items b. uses comparison words for measuring c. measures and compares capacity using different containers and other local items d. measures and compares weight of local objects 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. talks about and uses some traditional measuring methods from their local community b. uses standard and non-standard units to measure weight, length and capacity c. discusses different ways of measuring weight, length and capacity d. measures length, weight and capacity of objects in different ways and compares their accuracy e. uses vernacular and equivalent English or French comparison words for measuring 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. uses correct symbols for standard units of length (cm, m) weight (mg, g, kg) b. measures and records the length of objects using cm ruler and 1 metre ruler and/or tape measure c. compares and records the weight of objects using a balance d. estimates, measures and compares the capacity of different containers, expressing their contents in millilitres and litres e. compares and orders objects, expressing the linear measurements in centimetres, metres, grams and kilograms

Time

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	MTi.B.V1 Describe and predict daily routines using local time markers	MTi.1.V1 Tell time in traditional ways and estimates duration of a variety of activities and events	MTi.2.V1 Identify and sequence events that occur at different times in a day, a week and a year	MT.3.E/F1 Recognize units of time by using a calendar and 12 hour clock (analogue)
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. names parts of the day in the vernacular using traditional measures of time b. identifies and talks about some annual events and celebrations such as harvest time, Easter, Independence Day, Christmas Day, local traditional ceremonies c. identifies days of the week d. uses time markers such as yesterday, today, tomorrow; dawn, dusk; morning, afternoon evening and night 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies and orders months of the year b. names and lists different days of the week, months of the year c. lists important events of the year such as feasts, celebrations d. tells and uses time in traditional way e. discusses and uses a traditional calendar f. tells the whole hour clock time on the 12 hour clock face 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies and orders different events that happen in a day b. uses a standard calendar to identify important events and month, week and day c. lists the seasons and common activities for each season d. estimates time using non-standard units e. identifies time intervals during a day f. uses a standard calendar to identify important events g. tells the half hour clock time on the 12 hour clock face 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. recognises the function of the hands of the 12 hour clock face b. recognises hour, half hour, quarter hour (12, 3, 6, 9) c. tells the time using a 12 hour clock face (hour and half hour) d. uses units of time (minutes and hours) and knows the relationship between them e. links the time of the day to particular activities e.g. school timetables f. makes links between days and weeks and months and year g. puts dates to various events using a calendar

Money

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	MM.B.V1 Identify and imitate the traditional bartering methods of exchange	MM.1.V1 Identify and describe the coins 5, 10, 20, 50 and 100 vatu and use to make various sums of money	MM.2.V1 Use coins to solve simple problems and recognise notes (200, 500, 1000)	MM.3.E/F1 Use coins and notes to solve simple problems
Indicators	This will be evident when the child, for example: a. talks about traditional bartering with community members b. talks about exchanges they make with friends in their everyday life c. estimates the value of things for bartering d. exchanges goods during role play (fruit, vegetables, baskets, mats)	This will be evident when the child, for example: a. recognises the numbers on coins b. groups different coins and names them c. describes different coins d. combines coins to make a given amount	This will be evident when the child, for example: a. calculates the value of a collection of coins b. calculates the cost of what they intend to buy c. uses sums of money in play activities d. calculates the remaining amount of money after their spending e. gives change to others in role play activity	This will be evident when the child, for example: a. answers and asks questions about coins and notes in current use b. recognizes 200, 500, 1000 vatu notes c. combines coins and notes to make a given sum d. counts and records the value of a collection of coins and notes up to 1000 vatu e. solves simple problems involving addition and subtraction such as changing money, giving change f. records simple problems involving money

GEOMETRY

Shapes and Angles

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	GI.B.V1 Recognise and name common shapes in their environment	GI.1.V1 Identify and describe shapes in their environment	GI.2.VE/F1 Recognise, name, draw, build, and sort two- and three-dimensional shapes	GI.3.E/F1 Compare and describe characteristics of 2- dimensional and 3-dimensional shapes and objects
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. recognises and finds different shapes in the environment b. names shapes c. matches similar shapes using local materials d. talks about shapes in their environment e. compares shapes of a variety of local materials f. identifies lines found in the local environment g. makes line drawings h. sorts shapes according to differences and similarities 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. names features of shapes in their environment such as sides, edges, curves b. builds objects using local materials and labels the shapes they used c. makes line drawings of regular and irregular shapes found in the community d. arranges objects into groups according to a given characteristic e. draws open and closed shapes 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. describes features of shapes using vernacular b. fits together 2-dimensional shapes and creates new shapes c. uses different mathematical instruments for correct purposes: ruler, set square d. identifies and discusses types of lines that make up objects e. classifies solids according to their number of faces, vertices and edges f. explores and predicts shapes that can be formed when assembling 2- and 3-dimensional shapes 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. compare and describe the characteristics of familiar 2D and 3D shapes b. recognises and draws the axis of symmetry of squares, rectangles and triangles c. recognises and draws parallel straight lines, vertical, horizontal and diagonal lines d. enlarges and reduces shapes on squared paper e. explores angles using concrete materials and pictorial representations f. translates plane shapes g. draws nets of 3-dimensional shapes

Position and Space

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	GT.B.V1 Describe location of objects and familiar places	GT.1.V1 Follow and give directions for moving from place to place using directional and positional language	GT.2.VE/F1 Make and follow directions on simple maps	GT.3.E/F1 Draw simple maps to represent familiar places
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. locates objects and places in their community b. talks about where to find familiar objects and places c. describes location of an object or place using language such as behind/in front of, on top of/under 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. gives directions to someone to find a place in the community b. locates and places an object behind/in front of, under/on top of something c. distinguishes something on the left and the right side d. describes the relative location of objects or people using positional language e. describes the relative location of objects on simple local maps 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. uses direction names in vernacular and E/F to find places in the community b. draws simple maps to locate places in the community c. uses simple maps made by others to find places d. makes a list of directions to guide people to certain places in the community e. describes the location of objects on a map 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. follows simple instructions on a map to find familiar places or objects b. draws maps and gives instructions to guide someone to find familiar places or objects c. gives his/her position relative to a place identified on a map d. locates the position of something on a simple map

PATTERNS

Patterns

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	PP.B.V1 Recognise and make a variety of patterns using materials in their local environment	PP.1.V1 Create, describe and extend regular and irregular patterns using local materials	PP.2.V1 Identify, create, describe, grow and shrink patterns using local and modern materials	PP.3.E/F1 Create, describe and complete a variety of patterns using numbers, shapes and traditional designs
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. talks about patterns they see in the environment b. uses numbers to count simple patterns c. recognises patterns in the community d. memorises and uses simple patterns in their play e. identifies repeat patterns of colours in objects such as baskets, mats, grass skirts, fans 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. talks about different patterns found in the local community b. looks for patterns in plants or animals in the community c. uses colours to create patterns on bark, paper, skin, leaves d. identifies a rule for a repeat patterns e. recreates a given repeat pattern in a variety of ways 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. makes own rules and applies them in forming patterns b. identifies patterns in sets of numbers, colours and shapes c. recognises and recreates patterns d. creates patterns using shapes, numbers, colours e. grows and shrinks patterns f. creates repeat patterns by combining two attributes g. explores patterns and makes predictions 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies and describes designs found in traditional mats, baskets and other objects b. creates and describes repeat patterns involving two attributes such as shape and size, or colour and shape c. identifies number patterns involving addition and subtraction on a number line d. makes repeating number patterns e. describes and extends repeating number patterns f. represents simple patterns using a number sequence or a number line

CHANCE AND DATA

Probability

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	CDP.B.V1 Identify and describe events that happen in the community	CDP.1.V1 Identify and describe events that may happen in the community	CDP.2.V1 Identify and describe events that will happen, may happen and will never happen in the community	CDP.3.E/F1 Identify, sort and describe events in everyday life that involve chance
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies events that happen regularly in the community such as church services, bedtimes, get up times, meal times, low and high tides, sunrise and sunsets b. explores what will happen when we place an object on water: will it float or sink? c. looks at and talks about the likelihood of things happening in their environment 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies events that always happen in the community, for example when the yam is planted and harvested b. identifies events that sometimes happen in the community, such as rain, cyclones, earthquakes, landslides, tsunamis c. describes the likelihood that every day events will occur, such as rain falling, going fishing, when to pick ripe fruits, when teacher will be absent, when the school team will win, when baby may be sick 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. discuss what might happen such as starting and finishing school b. describes probability in everyday situations and simple games c. makes predictions based on evidence or experiences such as what will the weather be d. makes guesses about events that will happen, may happen or will never happen e. identifies events that will, may or will never happen such as, river flooding, high tides, sunrise 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. investigates fairness in a game (number and experience of participants) and relates this to likely outcomes b. discusses the chance of experiencing unlikely events such as cyclones in the dry season c. orders events according to the chance of them happening

Handling Data

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	CDHD.B.V1 Talk about and sort data about familiar topics	CDHD.1.V1 Collect and organize simple data to represent information	CDHD.2.V1 Collect, organise, look at and discuss data	CDHD.3.E/F1 Collect, organise discuss and interpret data in a variety of ways
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. talks about food eaten in their village or on their island and sorts into groups b. recognises and talks about different ceremonies in their own community c. talks about different food and sorts according to their likes and dislikes 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. collects, organises and displays data using graphs and pictographs b. discusses data collected c. identifies the results collected on charts d. enters data onto a table or graph e. interprets information and organises it in a graph 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. gathers data to answer a question using a simple survey b. discusses and comments on data displayed in a graph c. makes and reads pictograph and/or tally chart to represent data collected d. uses simple interview surveys and observations to collect data about other children and their environment e. records data in different ways such as on block and bar graphs f. enters data onto a table or graph g. interprets information and organises it in a graph 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. collects and organises data into a pictograph b. draws a scaled picture graph c. interprets and discuss data presented in charts, tables and graphs d. enters data into a table or graph e. interprets information and organises it in a graph

Learning Outcomes and Activities



NUMBER

Whole Numbers

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	NWN.B.V1 Count objects using vernacular number system	NWN.1.V1 Count, write numerals, compose, compare and order groups of objects up to 19	NWN.2.VE/F1 Read, write, represent and order whole numbers from 0 to 99	NWN.3.E/F1 Read, write, represent, compare, order, compose and decompose whole numbers from 0 to 999
Activities	Children could, for example: a. learn to count figures and toes b. learn to enumerate numbers c. practise counting common objects within the learning environment, school and home d. count in the right order from 0 to 5 e. match numbers to objects and vice versa f. write numbers in the right order from 0 to 5 g. colour and complete patterns related to numbers	Children could, for example: a. sort out and classify objects freely according to their features. b. match pictures to the right numbers or the right quantity of objects c. classify objects according to their nature [shape, size colour] d. arrange collection of objects and numbers in ascending and descending order e. compare the number of elements of a set of objects and label them f. compare two equal and unequal collections by using these signs: >, <, =	Children could, for example: a. compare numbers by pointing and reading orally in ascending or descending order, using groups of local materials. b. compare numbers and count using songs, short stories, poems and rhymes c. count in increments of 2's, 5's and 10's, counting in ascending or descending order from 10 to 20 or 100 by composing and decomposing d. compose and decompose, order and compare numbers from 0 to 99 by reading, by writing numbers as representative of all	Children could, for example: a. build with blocks to form three- digit numbers and write in numeration table (coding) b. circle numbers in which the hundred digit is bigger than the unit digit c. write numbers with figures given so that the tens digit is greater than the hundred d. fill in numbers in a number line e. compare numbers by manipulating blocks to represent units, tens and hundreds and write symbols

Operations

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	NO.B.V1 Explore putting together, taking away, grouping and sharing using concrete materials	NO.1.V1 Solve problems involving addition and subtraction of single digit whole numbers using concrete materials	NO.2.V1 Solve problems involving addition and subtraction of one and two digit whole numbers using a variety of strategies	NWO.3.E1 Solve problems using adding, subtracting and multiplying in a variety of ways
Activities	Children could, for example: a. colour signs (+, -) b. count and write the right answer c. count and circle the correct answer d. complete, add, cross out according to instructions e. complete collections (add objects): addition cross out objects (remove, delete): subtraction	Children could, for example: a. arrange operations following the result from the smallest to the biggest and vice versa b. colour to match the figure c. trace a path by calculating the additions d. decode and add the numbers together to check that they are correct e. draw the missing objects to match the correct numbers f. add what is missing to match the correct number g. count objects and write the number that matches h. write the equation of a given number story e.g. $5 + 8 + \dots$	Children could, for example: a. decompose using addition e.g. $39 = 10 + 10 + 10 + 9$ b. add and subtract two-digit numbers with or without carrying or borrowing c. complete an uncompleted additional operation d. write an operation and a sentence to solve a problem e. invent a situation with an additive proposal f. complete empty boxes with numbers in order to solve an operation both horizontally and vertically g. complete the Pythagoras operation (addition) table	Children could, for example: a. set out numbers in correct columns, units, tens and hundreds b. complete an additive pyramid c. calculate the sum of three-digit numbers vertically or horizontally d. give the estimate of an amount expected by framing it with two consecutive hundreds in a problem situation e. complete empty Pythagoras tables by operating three-digit numbers f. differentiate problems from non- problem situations

Fractions

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	NF.B.V1 Recognize an object or a collection of objects that can be broken down	NF.1.V1 Break up objects into pieces and recompose them	NF.2.V1 Recognise different ways of making a whole and parts of a whole	NF.3.E/F1 Divide whole collections of objects into equal parts
Activities	Children could, for example: a. share fruits with his/her friends b. divide a bundle of peanuts equally amongst friends c. share marbles with his/her friends d. share a packet of biscuits equally with his/her friends e. cut fruits and share equally f. share his/her birthday cake g. share 40 or 60 vatu equally between 2 children h. share a packet of sweets equally amongst friends	Children could, for example: a. group objects by size, by colour and by shape b. share objects between peers in a fair manner c. draw to show how to make a fair share d. share his/her birthday cake e. cut a laplap up into equal parts and distribute so everybody gets the same amount	Children could, for example: a. share his/her snack, his/her meal b. cross-hatch or shade bands of equal parts to form a regular pattern c. cut a sheet of paper in half d. separate collections equally e. share fruits, cakes equally f. share his/her birthday cake	Children could, for example: a. colour pieces of a 'cake' using six or eight different colours to form 6 to 8 equal parts b. teacher provides broken objects and ask children to use fractional language accurately to identify half, quarter, third, eighth c. play tell the time games in groups d. colour quarters of an hour, halves of an hour on sheets of paper e. use number cards to identify equivalent of half a number or double a number f. colour in whole units or fractions of units using different colours on a given template

MEASUREMENT

Length, Weight and Capacity

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	MLWC.B.V1 Measure length, weight and capacity of objects using local methods	MLWC.1.V1 Measure and compare length, weight and capacity using non-standard methods	MLWC.2.V1 Estimate, measure, compare and discuss length, weight and capacity using both non-standard and standard measurements	MLWC.3.E/F1 Estimate, measure, record and compare length, weight and capacity using standard units
Activities	Children could, for example: a. order objects from smallest to largest or largest to smallest b. measure the length of objects using different available materials c. compare the height of different children d. compare content of different objects by filling them up with either sand or water e. compare the weight of different objects f. use the proper vocabulary for comparing width, length, height and weight	Children could, for example: a. compare length of familiar objects b. compare length, weight, height and size of familiar objects by filling them up with sand or water c. predict how many times the capacity of a container fits into another d. observe, estimate and compare volumes of water, rice, beans e. use standard and non-standard units of capacity f. use standard units of capacity	Children could, for example: a. search for objects with different lengths b. compare the length of familiar objects c. order objects according to their weight, from light to heavy and vice versa d. compare the capacity of different containers e. estimate the amount of rice a family consumes in a meal, a day, a week, a month f. compare and order objects found in the immediate environment according to instructions g. measure the ingredients of a recipe	Children could, for example: a. weigh themselves and note their mass at the beginning of each term b. enter their weights and heights on a graph at the end of the year c. draw 2 different objects that should balance on a balancing instrument d. weigh canteen goods and note their weights h. measure a flower bed and the distance between plants using a tape measure i. measure different objects and record their results in a conversion table j. convert different lengths from one unit to another

Time

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	MTI.B.V1 Describe and predict daily routines using local time markers	MTI.1.V1 Tell time in traditional ways and estimates duration of a variety of activities and events	MTI.2.V1 Identify and sequence events that occur at different times in a day, a week and a year	MT.3.E/F1 Recognize units of time by using a calendar and 12 hour clock (analogue)
Activities	Children could, for example: a. discuss the natural signs of time that show different parts of the day e.g. state of flower, position of sun b. match animals with their time of active routine c. sing about days of the week e.g. days of the week song d. sort objects that symbolize night and day	Children could, for example: a. talk about what they do before coming to school each day and present it in a picture sequence b. express in pictures special events for each day of the week c. draw and colour in different colours the events that happen before lunch, at lunch and after lunch d. complete an empty table of the month with weather pictures to show the weather of the day	Children could, for example: a. read and write correctly the days of the week and months of the year b. identify special events in each month of the year and record them in a table c. read the 12 hour clock face to see the time for going to school, eating dinner and going to bed d. say the time of a favourite or important event in the community e. complete a table of days by sticking on the correct events f. match different events with exact months of the year	Children could, for example: a. cut up strips with different times and make a chart to complete different sentences b. complete diagram of different events happening at different times of the day c. construct a clock face with cardboard and insert the numbers 1 to 12 correctly and attach hour, minute and second hands d. show times using hands of the clock and record times e. explain in their own words the function of the three hands: hour hand, minute hand, second hand

Money

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	MM.B.V1 Identify and imitate the traditional bartering methods of exchange	MM.1.V1 Identify and describe the coins 5, 10, 20, 50 and 100 vatu and use to make various sums of money	MM.2.V1 Use coins to solve simple problems and recognise notes (200, 500, 1000)	MM.3.E/F1 Use coins and notes to solve simple problems
Activities	Children could, for example: a. discuss exchanges between sea food and garden food b. share their snack between friends during break time c. discuss exchanges of mats and pigs during traditional ceremonies d. match one object with another object that has the same value e. colour proposed objects that have the same values f. classify the local currency according to its value g. recognise and colour the vatu amount	Children could, for example: a. recognise the numbers 1, 2, 5, 10, 20, 50 and 100 on the coins b. recognise different coins according to their characteristics c. compose sums with different coins d. play a 'market day' game e. change the equivalent sum of coins 1 vatu to 100 vatu f. colour coins that will sum up to the price of an item g. colour coins in one colour and notes in a another colour h. colour pretend notes of vatu with their real colour	Children could, for example: a. calculate the value of an collection of notes and coins b. put together notes and coins that will add up to a given amount of between 100 vatu and 500 vatu c. exchange coins of higher values with coins of lesser values accurately d. play the shopping day game e. observe and sort out coins and notes according to the characteristics on their tails f. exchange notes of 500 vatu and 1000 vatu with coins	Children could, for example: a. role play a market b. decompose notes to coins c. classify notes and coins in increasing order d. decompose an amount of money e. exchange notes of 200 vatu, 500 vatu and 1000 vatu with coins f. complete a proportional price table g. use as few coins or notes as possible to buy an item

GEOMETRY

Shapes and Angles

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	GI.B.V1 Recognise and name common shapes in their environment	GI.1.V1 Identify and describe shapes in their environment	GI.2.VE/F1 Recognise, name, draw, build, and sort two and three dimensional shapes	GI.3.E/F1 Compare and describe characteristics of 2- dimensional and 3- dimensional shapes and objects
Activities	Children could, for example: a. search for and identify objects in classroom with same shape b. sort blocks using one or two characteristics c. make windmills with paper d. search and identify by sorting objects that represent lines such as rope, string, curtain rail e. gather leaves during walk and sort them using their lines of symmetry f. sort and classify blocks with same characteristics	Children could, for example: a. search for and identify objects in the classroom with the same shape b. use elbow to make different angles c. use plasticine to make shapes as directed by teacher d. fold papers to show different angles e.g. straight line angle, right angle, obtuse angle, acute angle e. paint on a piece of paper and fold to find reflection and axes of symmetry f. trace along dotted line to show axes of symmetry of different regular shapes	Children could, for example: a. use a ruler to draw a geometrical shape b. classify angles following their characteristics c. describe geometrical shapes: square, rectangle, triangle, circle using vocabulary (summit, face, base, diagonal, edges, vertices) d. regroup shapes according to teacher's instruction e. recognise cuboids and cylinders f. carefully observe and talk about the differences of two 3D geometrical shapes such as cuboids and rectangular prisms	Children could, for example: a. recognise a sphere and a rectangular prism b. match shapes with their correct nets c. draw net of a simple shape d. redraw parallel lines from grouped lines e. draw parallel lines and perpendicular lines f. reduce or enlarge a geometrical shape on grid paper g. use a ruler or set square to draw a simple shape and complete a shape h. observe and compare different angles i. fill in a chart the number of faces, edges and vertices of 3D shapes

Position and Space

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	GT.B.V1 Describe location of objects and familiar places	GT.1.V1 Follow and give directions for moving from place to place using directional and positional language	GT.2.V1 Make and follow directions on simple maps	GT.3.E/F1 Draw simple maps to represent familiar places
Activities	Children could, for example: a. locate the position of an object or person using the appropriate vocabulary b. describe the location of an object or person according to their position c. identify the shortest and most convenient path to reach a located point d. draw the most convenient path from one point to another on grid paper e. colour a path in a simple maze game f. play the 'hunting item' game	Children could, for example: a. explore and identify different objects within a given boundary b. draw arrows on grid paper to show the path from one point to another c. play games such as 'hide and seek', 'snakes and ladders' d. draw different pictures on a given chart according to instructions e. identify your way out on a 'finding your way out' game in a simple maze	Children could, for example: a. create a route within a certain boundary and be able to describe in their own words what they see on their way b. follow arrows placed on the ground that lead to a certain spot c. draw their route on an imaginary map using arrows d. compare the distance between their home and their friend's home e. recognise a particular place represented on a simple map and describe it in their own words f. draw a simple plan of the classroom	Children could, for example: a. giving simple instructions to locate places of familiar objects b. draw a graph and give instructions to guide someone to a certain place to find an object c. follow instructions on a graph or a simple map to locate a person's or object's position d. play treasure hunt e. use a maze to colour two routes to reach home and school to find which is the shortest f. give directions to someone to find a place

PATTERNS

Patterns

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	PP.B.V1 Recognise and make a variety of patterns using materials in their local environment	PP.1.V1 Create, describe and extend regular and irregular patterns using local materials	PP.2.V1 Identify, create, describe, grow and shrink patterns using local and modern materials	PP.3.E/F1 Create, describe and complete a variety of patterns using numbers, shapes and traditional designs
Activities	Children could, for example: a. search in the classroom to find repeat patterns b. discuss and explain in a small group how patterns are made on materials c. arrange local objects according to their model patterns e.g. stone, shell, stone, shell d. arrange number cards according to teacher's instructions to show number patterns e. complete a table of patterns by colouring in from the teacher's example	Children could, for example: a. identify and display patterns found in the local community b. observe and identify patterns on different plants c. observe and identify patterns on animals d. use locally obtained colours to create patterns on tapa, banana skin, paper and leaves e. identify the rule for a repeat pattern in a specific pattern f. create a rhythmic pattern	Children could, for example: a. identify regularities in poems and songs b. move according to a simple custom dance display in a particular pattern c. search and identify repeat patterns in their learning environment d. design and paint a personal repeat pattern on a piece of material e. identify patterns in a series of numbers, colours and shapes f. create patterns with shapes, numbers and colours g. enlarge or reduce repeat patterns	Children could, for example: a. dance according to the rhythm of a tamtam beat b. observe and describe patterns on mats and materials and produce their own c. observe and complete a series of patterns on a table of patterns d. paint costumes with repeat patterns in preparation for an event e. decorate a banner with a repeat pattern design f. write the series of numbers following teacher's example such as 14,16,18 g. decorate an Easter egg using repeat patterns

CHANCE AND DATA

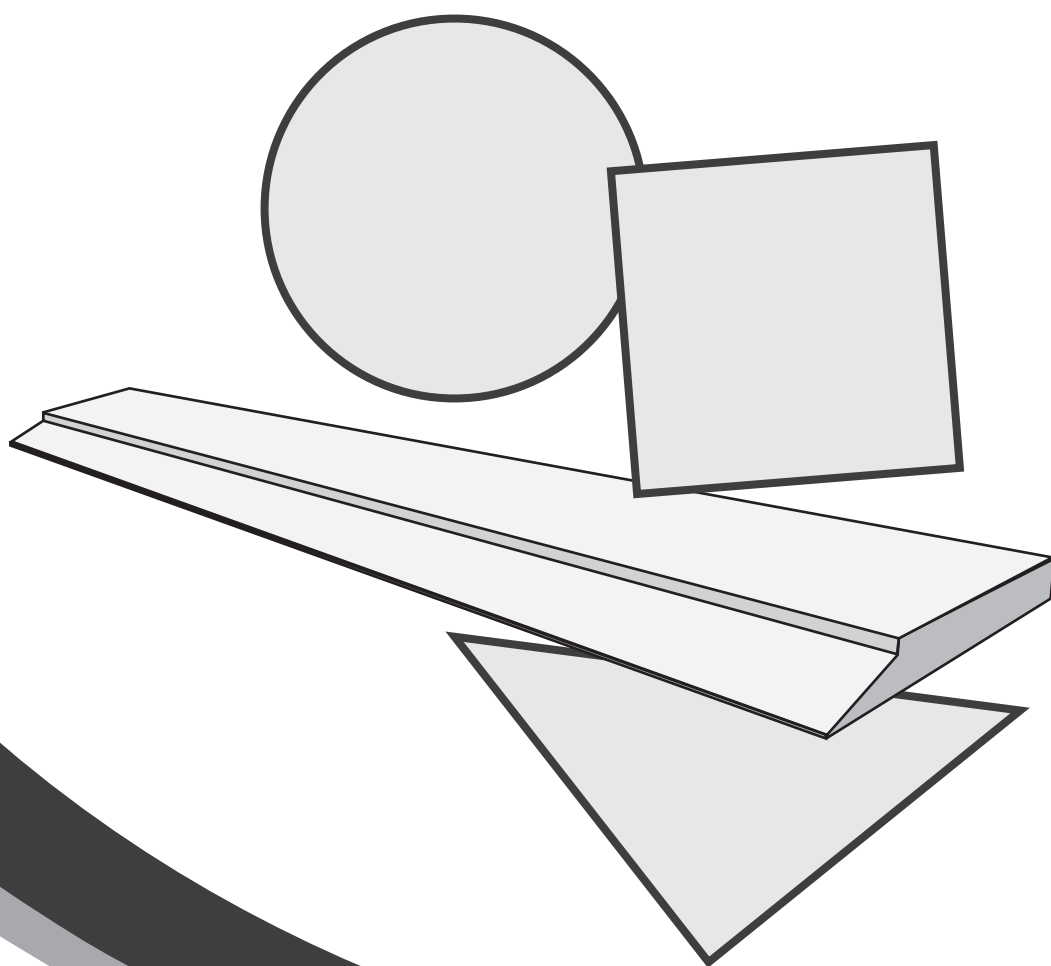
Probability

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	CDP.B.V1 Identify and describe events that happen in the community	CDP.1.V1 Identify and describe events that may happen in the community	CDP.2.V1 Identify and describe events that will happen, may happen and will never happen in the community	CDP.3.E/F1 Identify, sort and describe events in everyday life that involve chance
Activities	Children could, for example: a. talk about what they usually do at Sunday or Sabbath school b. predict what will happen to a box containing a rock and a box containing a ball when they are placed in a dish of water c. discuss and identify how quickly material will dry e.g. wool, cotton, nylon d. illustrate what they usually do on a special event or special day e. talk about what people do during sunrise and sunset	Children could, for example: a. talk about a visit made by a medical team to their school or village b. observe and predict the result of a particular game based on information acquired earlier c. find out the palolo worm season and mark it on the calendar d. colour two things which might happen daily e. predict single-digit numbers by playing the BINGO card game f. predict what the weather might be from natural signs	Children could, for example: a. talk about daily events that might happen b. draw activities that they often do, sometimes do and never do e.g. swimming, showering, fishing, playing soccer, flying in an aircraft, riding in a speed boat c. predict the weather d. predict 2-digit numbers by playing the BINGO card game e. play the domino game f. guess when a person or an animal will return g. classify events according to whether they are lucky or not lucky h. predict diseases by recognizing symptoms	Children could, for example: a. identify and describe skills that are required for a game to be successful b. identify the qualities of a game and analyse it to find areas of improvement c. discuss what to do and what not to do in order to have a good catch d. illustrate a lucky event that happened in their family e. observe and predict whether the yam harvest will be a good one or not f. follow and plot the direction of a cyclone on a tracking map g. play the 'domino' game

Handling Data

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	CDHD.B.V1 Talk about and sort data about familiar topics	CDHD.1.V1 Collect and organize simple data to represent information	CDHD.2.V1 Collect, organise, look at and discuss data	CDHD.3.E/F1 Collect, organise, discuss and interpret data in a variety of ways
Activities	Children could, for example: a. talk about local food in different islands and sort them into groups b. talk about traditional ceremonies in their communities c. sort food according their likes and dislikes d. paste pictures of food in two columns according their likes and dislikes e. pick local food from a collection and explain their choice f. place the right weather cards daily on the weather graph g. keep a daily attendance record by sticking their name on a chart h. count children in the class	Children could, for example: a. keep a weather record using symbols such as sun for a sunny day b. collect and organize the data of those who are present and those who are absent c. keep a daily record of their attendance d. represent their family in a family tree e. place the correct date on a calendar f. make a picture graph of their favourite fruit g. draw and colour pictures of things that happen daily h. discuss popular sports or toys and organise their data in a graph	Children could, for example: a. discuss data of a table or graph b. represent data collected by drawing a pictogram c. collect data about students in their environment by questioning or observing them d. sort or classify objects in their environment e. organize sea food, fruit and vegetables, into different groups and explain why they do it f. create a weather chart, discuss the weather daily and indicate the results g. using tally marks to record the data of their favourite fruit	Children could, for example: a. organize a graph to represent data collected for favourite sports b. measure the height and weight of children using appropriate instruments and record the results on a graph c. record daily temperatures on a graph d. use appropriate vocabulary when designing a graph e. record daily attendance at the canteen on a graph by saying yes or no f. tally in order the number of children in a certain picture g. talk about all the places where chances in events occur e.g. races, lotto

Glossary and References



GLOSSARY

abacus	a frame for counting by sliding beads along rods
acute	angle that is greater than 0° but less than 90°
additive	a process by which something is added on
algorithm	step-by-step procedure that gives the solution to a particular problem. Multiplication and division of numbers are examples of how we use algorithms to find answers in an efficient way.
analogue clock	clock on which hours, minutes and sometimes seconds are indicated by hands on a dial
angle	when two line segments meet at the point (vertex), or when two lines intersect. It is measured in degrees and can be acute, right, obtuse, reflex or straight line.
ascending order	in order from smallest to largest
associativity	a property of number operations. The order in which we do operations is important. Multiplication is associative: $(12 \times 3) \times 6 = 12 \times (3 \times 6)$, as is addition. Division and subtraction are not associative $(12 \div 3) \div 6 \neq 12 \div (3 \div 6)$.
axial symmetry	transformation of a plane figure around a fixed point to form an image in a different place, also known as rotational symmetry
axis of symmetry	line draw through a plane figure, so that one half of the shape can be folded over along the line to fit exactly onto the other. A shape can have more than one axis of symmetry.
bar chart	diagram used to display data in rectangular bars. It is used to summarize and display information in a diagram.
bar-line graph	way to show and compare data by using horizontal or vertical lines. The bars in a bar chart are simply replaced by straight lines.
base ten materials	used for teaching place value and volume. There are ten small cubes in one long, ten longs in one flat, and ten flats in one block.
block graph	introductory way of representing discrete data, for example, a graph in which each member of the class is represented by an individual square
cardinal number	numbers that say how many of something there are, such as one, two, three, four, five
capacity	internal volume of a container or simply the amount that a container can hold
commutative	not dependent on order: in mathematics or logic, giving the same result irrespective of the order in which two or more terms or quantities are placed
common factor	number that divides into more than one other number e.g. 16 has factors 1, 2, 4, 8, 16; 20 has factors 1, 2, 4, 5, 10, 20.

data	item of information
denominator	number below the line in a fraction
descending order	in reverse order from largest to smallest
diameter	straight line running from one side of a circle or other rounded geometric figure through the centre to the other side
difference	result that you get when you subtract one number from another
digit	numeral in any number system: in any system of numbering, a symbol that represents a number
estimate	approximation to an answer
experiment	activity which allows information/data to be collected and recorded (often called the results of the experiment)
factor	whole number or expression that divides evenly into another number
formula	easy way of expressing information using symbols
fraction	number written with the bottom part (the denominator) telling you how many parts the whole is divided into, and the top part (the numerator) telling how many of those parts there are
line	short for straight line. It goes on for ever in both directions.
line segment	part of a line
line symmetry	shape that has one half of the shape folded exactly onto the other half
maze	a complicated network of paths or lines through which a route can be found and followed
numerator	number above the line in a fraction
oblique lines	lines that are neither parallel nor perpendicular. They would form either an acute or obtuse angle when they intersected.
ordinal number	number denoting relative position in a sequence
perimeter	sum of the length of the sides of a figure or shape
pie chart	diagram in the shape of a circle or disc that is used to represent data
plane figure	two-dimensional shape
polygon	a two-dimensional closed shape made up entirely of straight edges. It does not have to be regular.
probability	the study of chance; its value varies between 0 and 1
Pythagoras table	a table showing addition relationships
rounding	process of approximating an answer to an appropriate degree of accuracy. This can be done by rounding up or rounding down.
sequence	set of numbers written in order according to a rule
set	collection of objects in mathematics
side	straight edges of a closed two-dimensional shape

similar	two-dimensional shapes that are identical in every way except for size
statistics	the study of information which is collected as data
subtraction	an operation in mathematics when the difference of two numbers is found (see difference)
tessellation	shapes tessellate if they fit together exactly, from a repeating pattern, and make an angle of 360 degrees at the points of contact
triangle	a three-sided shape
trapezium	four-sided figure with one set of parallel sides
vertex	a point or corner on a 3D shape or where two shapes meet (plural: vertices)
weight	heaviness or quality of heaviness in things, determined by their mass or quantity of matter as acted on by the force of gravity

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Science



CONTENTS

Section 1:	Introduction	98
	Rationale.....	98
	Aims	99
	Content Overview	100
	Assessment	104
 Section 2:	 Learning Outcomes and Indicators	 107
	Overview of all Strand and Sub-strand Learning Outcomes.....	109
	Living things and the Environment.....	112
	Interactions of Matter	115
	Energy and Everyday Life.....	118
	Our Earth and Space.....	121
 Section 3:	 Learning Outcomes and Activities.....	 123
	Living things and the Environment.....	125
	Interactions of Matter	128
	Energy and Everyday Life.....	131
	Our Earth and Space.....	134
 Section 4:	 Glossary and References	 137
	Glossary.....	139
	References	143

Section 1

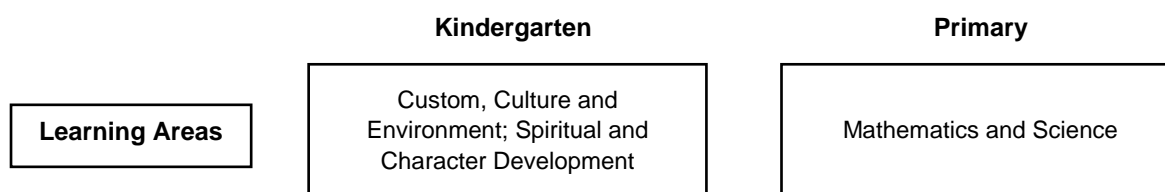
INTRODUCTION

This syllabus identifies the knowledge, skills, attitudes and values that children should achieve for Years 1 to 3. They describe the content of *Science* for this level. The teachers will use the syllabus to develop the teaching and learning programs. The content is expressed as outcomes and indicators.

Science is a subject that includes content about the natural and physical world and how we can explore this world, to explain the way this world has been shaped, how it changes, what influences these changes and how human beings can live in harmony with it and develop it for the benefit of all living things.

The table below shows the key links between kindergarten and primary schools.

Key-links between the Learning Areas at Preschool and at the lower Primary School



Science has four Strands each with a number of Sub-strands as shown in the table below.

Strands	Sub-strands
Living Things and the Environment	Living Together
	Structure and Life Processes
	Biodiversity, Relationships and Sustainability
Interactions of Matter	Materials
	Forms and Cycles of Matter
	Reactions
Energy and Everyday Life	Energy Sources, Use and Conservation
	Energy Transfers and Transformation
	Forces
Our Earth and Space	Our Solar System
	Our Changing Earth

Rationale

Through the learning area *Mathematics and Science* children will further develop aspects of their physical, emotional, social, mental and spiritual wellbeing. This learning will also enable them to develop a broad, sound knowledge base to meet the challenges of living in a society that is increasingly becoming dependent upon scientific and technological knowledge and skills.

By studying the four strands of the Science curriculum, Living Things and the Environment; Interactions of Matter; Energy and Everyday Life; Our Earth and Space; students will be empowered to be inquisitive, reflective, critical thinkers, equipping them with a variety of ways of looking at the world and by emphasizing the importance of evidence in forming conclusions through conducting systematic investigations. This way of apprehending things will also develop scientific knowledge and attitudes such as:

- making accurate observations
- being curious to discover the causes of natural phenomena
- using their imagination, being open-minded and applying critical thinking
- distinguishing between proven facts, probable explanations and accepting the uncertainty of ideas
- hypothesising and predicting situations using relevant information
- showing an interest in scientific and technological progress
- being aware of the ethical implications of scientific developments and changes
- respecting safety rules when studying science and behaving responsibly towards the environment, the living world and their health

Science contributes to the progress and the well-being of societies. It helps us to understand and describe the real world, both the natural and physical worlds as well as the world created by human beings, and the changes induced by them. Observing, questioning, exploring, experimenting and testing ideas are essential from early primary through to Year 13 in the spirit of “Operation Hands On” which gives a taste of science and technology from an early age.

Aims

The aims of Science are for students to:

- know how to observe, question, hypothesize and validate, argue, conduct experiments to test ideas, develop and use simple models
- understand the relationship between natural phenomena and the mathematical language used to explain and describe them
- develop an interest in, and maintain a sense of wonder and curiosity about, the natural and technological world
- acquire a broad and general understanding of key science ideas and appreciate how the ideas were developed and why they are valued
- appreciate and develop an understanding of the nature of scientific knowledge
- develop skills for making scientific inquiries
- develop the ability to think scientifically, critically and creatively, and to solve problems individually or collaboratively in science-related contexts
- use the language of science and communicate ideas and views on science-related issues
- make informed decisions and judgments about science-related issues
- be aware of the social, ethical, economic, environmental and technological implications of science and develop an attitude of responsible citizenship
- develop conceptual tools for thinking and making sense of the world.

Content Overview

The learning area outcome for Mathematics and Science appears below and describes the endpoint of mathematics and science learning by the end of Year 10. While Mathematics and Science are usually taught as separate subjects, ideas developed in one may be dependent upon each other or can best be understood or applied using the other.

- Learning Area Outcome
- Strands
- Sub-strands
- Learning Outcomes and Indicators
- Learning Outcomes and Activities

Learning Area Outcome for Mathematics and Science

Describe, interpret and analyse social, natural and physical systems and apply mathematical and scientific concepts and processes to develop an understanding and appreciation of our physical and natural world and make reliable judgments.

Strands

Strands define major aspects of learning within a subject.

Science has four Strands:

- Living Things and the Environment
- Interactions of Matter
- Energy and Everyday Life
- Our Earth and Space

These four Strands of Science are closely linked and cover the traditional branches of Science: Biology, Chemistry, Physics and Earth Science. Teachers work with each of the strands individually and in combination to teach Science in an integrated way.

Sub-strands

Sub-strands define major aspects of learning within the strands. In Science each Strand has a number of Sub-strands.

Learning Outcomes and Indicators

The contents of the Strands and Sub-strands are expressed as learning outcomes and indicators. A learning outcome is a specific statement that identifies the knowledge, skills, attitudes and values all children should achieve or demonstrate. Learning outcomes are student-centred and written in terms that enable them to be demonstrated, assessed or measured.

Each learning outcome is accompanied by a set of indicators. Indicators are examples of what children can do, know and understand when they have achieved the learning outcomes.

Activities

Some sample teaching and learning activities have been included to assist teachers to develop learning programs to support all children to achieve the outcomes. Teachers can expand on this list of activities.

The syllabus is:

- sequenced in that learning outcomes and indicators are ordered from one year level to the next by degree of difficulty
- cumulative in that knowledge and skills at each year level build upon previous learning.

Description of Strands and Sub-strands

The table below provides an overview of the Strands and Sub-strands in the science syllabus.

Strand	Living things and the Environment	Interactions of Matter	Energy and Everyday life	Our Earth and Space
Sub-strand	<ul style="list-style-type: none">Living TogetherStructure and Life ProcessesBiodiversity, Relationships and Sustainability	<ul style="list-style-type: none">MaterialsForms and Cycles of MatterReactions	<ul style="list-style-type: none">Energy Sources, Use and ConservationEnergy transfers and transformationForces	<ul style="list-style-type: none">Our solar SystemOur Changing Earth

The four strands of Science and their sub-strands are described below for Year 1 to 3 and will continue to be studied from Year 4 to 6.

Living things and the Environment

Living Together

Children identify and record the external physical characteristics of plants and animals that live in their local environment. They talk about plants and animals that live locally and learn to recognise them and realise that the environment is made up of living and non-living things. Children find out about how plants and animals live together and what they need to obtain from their non-living environment in order to grow, reproduce and sustain life. Children become aware that plants are relatively motionless while animals move about in search of food and shelter. They explore simple food chains and become aware that green plants form the basis of all food chains and some animals rely solely on plants for food while others feed on other animals. These simple food chains illustrate the basic relationship between green plants that make food and animals that rely on them for food. When investigating plants and animals children will learn about how they live and how they protect themselves from changes in the environment and from each other and how some have been domesticated to provide human beings with food.

Through these enquiries children will learn to respect and care for the physical environment and the plants and animals that live there.

Structure and Life Processes

Children examine and identify the major distinguishing external parts of some common green plants and animals and name these parts. They also identify some common vertebrate animals that belong to each of the major groups of vertebrate animals found in Vanuatu and distinguish between vertebrate and invertebrate animals. They identify the major sense organs of vertebrate animals such as themselves and recognise that they are used by animals to explore the environment and assist them to live. They will also identify common green flowering plants found in the local environment and recognise they are used for different purposes. Some of these plants they may plant and grow in their garden and look after their needs.

Biodiversity, Relationships and Sustainability

Children develop an awareness of the local environment recognising some of the many forms of animals and plants, the different places where they live and their ways of life. They identify living things in the river and sea, on land and in the air and the major differences between these forms of life. Children begin to appreciate that all living things are dependent on the environment and changes to the environment affect their lives. Some of these are natural

while others are a consequence of human activities. For instance, cutting down forests without replanting or catching more fish than you need, will disturb the natural harmony of the environment and can affect the lives of other animals and plants including humans. Some changes to the environment, such as droughts, flooding, cyclones and earthquakes, are dramatic and these have a major effect on living things. Children demonstrate that they have a responsibility to care for the environment and the living things that share this environment with them.

Interactions of Matter

Materials

Children begin to appreciate that the world around them is made up of a great variety of materials some of which are natural such as soil, water, air and some of which are artificial or manufactured such as plastics, paper or clothing. Children examine common materials and determine their properties and how these can be used for different purposes. They use their senses to explore the characteristics of matter found in their local environment and the different ways in which this matter is used to sustain their way of life. Some of the materials that humans use are difficult to obtain and replace and children consider ways of conserving matter such as water, wood and soil.

Forms and Cycles of Matter

Children will be aware that some materials in the environment are used by plants and animals and changed into new materials which enable them to survive. How materials are naturally affected by changes in the environment such as variations in temperature, the action of rain and wind or tidal movements will be investigated by the children. They will realise that decay is a natural process enabling materials to be recycled and that living things die and the materials that were once part their bodies are returned to the environment as they decay. The cycling of materials is important to sustain the environment. Animals and plants produce waste which is recycled in nature and children can copy this process in the garden by mulching waste products.

Reactions

Children find out that common materials can be changed temporarily or permanently to form materials with new properties. They learn that temporary changes are simple physical changes that are reversible such as making tea, tearing up paper or chopping wood. They learn that permanent changes to materials can be investigated such as heating soil, burning wood, baking cakes, striking a match. These changes are chemical changes and are irreversible. Children investigate physical changes using water and ice and consider the different properties of these materials. They realise that matter exists in three forms: liquid, solid and vapour (gas). Children experiment with common materials and explore ways of achieving temporary or permanent changes such as by heating, dissolving and freezing, discovering how these changes affect the property of the material. They investigate temporary or permanent changes to common solids and liquids in the home to find out what happens to them when subjected to changes in temperature.

Energy and Everyday Life

Energy Sources, Use and Conservation

Children use the term energy in their daily lives to describe a range of concrete situations. They can investigate and identify examples of energy in daily life. They identify different sources and forms of energy that affect their daily lives such as electricity, light and heat, wind energy, and various forms of stored energy such as candles and batteries. Children

recognise that their main source of energy is food and that this food comes from other animals and plants. Children find out that the energy in food originates from our Sun which is the source of all energy on Earth. Children consider some of the advantages and disadvantages of different forms of energy used by the community, including those supplied by natural means such as wind or solar.

Energy Transfers and Transformation

Children investigate and identify ways in real life where energy is transformed from one form to another. Energy is changed from one form of energy to another form or forms of energy when it is transferred from one place to another. For example, when heat is applied or transferred to wood, heat and light energy are produced: it burns. Children explore different ways in which energy is transferred and transformed and identify the steps needed to transfer energy from its source to where it is used such as from the Sun to plants to humans, from chemical energy in batteries, electrical energy in wires, light and heat energy in bulbs.

Forces

Children realise that a force is what moves objects from one place to another and they investigate how forces are applied to produce movement by using pushes, pulls and twists. They identify different machines that people use in the community and identify the source of energy needed to produce movement. Children explore how pushes, pulls and twists are used to move an object and recognise that these forces are applied in everyday life to move different objects such as opening and closing a door, opening a box or unscrewing a jar top. Children discuss destructive forces in nature such as earthquakes, tsunamis, floods, cyclones and landslides and recognise that these major forces are natural pushes, pulls and twists in the Earth, wind and seas.

Our Earth and Space

Our Solar System

Children are naturally curious about the day and night sky and are aware of the changing phases of the moon. They recognise the Sun as the source of light in the daytime and that at night there is no Sun visible in the sky. They record the position of the Sun during the day and know that its position changes during the day from where it rises to where it sets. They observe, record and name the phases of the moon and use star charts to identify the major constellations found in the night sky at different times of the year. Children discuss how the phases of the moon and constellations regulate our lives and are used to mark significant events.

Our Changing Earth

Children become aware that weather is an important influence in their daily lives as they investigate and identify positive and negative ways in which changing weather patterns affect living things. They record observable natural events and changes that occur in the environment and recognize that weather can be predicted and daily activities can be planned accordingly. They produce a simple illustrated report of the weekly weather, plan an activity based on regular observation of the weather and record various aspects of weather using simple instruments. They measure and record daily temperature, rainfall and the speed and direction of the wind, and make observations and drawings of clouds and name formations. Through other informal observations they discuss and make inferences about the weather such as how animals and plants are affected by bad and good weather; times of sunrise, sunset, tides and the occurrence of winds and rain; significant changes in the appearance of trees at different months of the year; and local seasonal weather patterns and signs.

Children will also identify weather patterns such as cyclones, drought and flooding that seriously affect and disrupt their lives from time to time and learn what appropriate safety action to take before, during after such natural hazards.

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about children's achievement of the learning outcomes described in the subject syllabuses.

Teachers use criteria derived from the learning outcomes to assess children's work. The criteria are made explicit to the children so they know what they have to do to be successful. Assessment criteria help teachers to make consistent and fair judgements about children's achievements.

Assessment of Science

Teachers record evidence of children's learning over time and use this to make judgements about their achievement of the learning outcomes. To ensure that assessment is fair and balanced, teachers must use a range of assessment methods including:

- observing
- conferencing
- analysing
- testing

The table on the following page gives examples of aspects of learning to do with Science that can be assessed using the four assessment methods described above.

Strands	Examples of what to assess using different assessment methods			
	Observe	Conference	Analyse	Test
Living Things and the Environment	<ul style="list-style-type: none"> Assess conceptual and social skills and attitudes by observing students identifying living things around the school using set criteria 	<ul style="list-style-type: none"> Ask questions about problems that affect their environment as students work in groups 	<ul style="list-style-type: none"> Analyse group work when presenting their work to others or to the class 	<ul style="list-style-type: none"> Draw simple food chains
Interactions of Matter	<ul style="list-style-type: none"> Assess students' behaviour and attitudes by observing them when investigating matter in the environment using set criteria 	<ul style="list-style-type: none"> Ask questions as they work alone about the use of natural materials to survive 	<ul style="list-style-type: none"> Analyse students' work or the processes used to identify the existing matter around them 	<ul style="list-style-type: none"> Match matter to their properties
Energy and Everyday Life	<ul style="list-style-type: none"> Assess students working in groups when identifying different forms of energy using set criteria 	<ul style="list-style-type: none"> Ask questions when searching about uses of energy as part of daily life to collect data on verbal and conceptual skills 	<ul style="list-style-type: none"> Analyse students' work after doing a collage activity about natural destructive forces around them 	<ul style="list-style-type: none"> Draw different materials sourced by different forms of energy
Our Earth and Space	<ul style="list-style-type: none"> Assess students when drawing the different phases of the moon at night using set criteria 	<ul style="list-style-type: none"> Question students in order to give a simple daily weather report 	<ul style="list-style-type: none"> Analyse students' homework making simple posters of safety actions 	<ul style="list-style-type: none"> Write a few sentences about how students felt after seeing a CD or photos about natural hazards

Learning Outcomes and Indicators



Overview of all Strand and Sub-strand Learning Outcomes

The learning area outcome for Science that appears below describes what most students are expected to achieve in Mathematics and Science learning by the end of Year 10. The table describes the strand learning outcomes for each of the four strands in Science for Years 1 to 10.

Mathematics and Science Learning Area Outcome

Describe, interpret and analyse social, natural and physical systems and apply mathematical and scientific concepts and processes to develop an understanding and appreciation of our physical and natural world and make reliable judgments.

Strand	Living Things and the Environment	Interactions of Matter	Energy and Everyday Life	Our Earth and Space
Learning Outcomes	Recognise the characteristics and functions of organisms, their diversity and interdependence	Describe and explain the structure of materials, their uses and properties and how these can be changed	Demonstrate the concepts of energy and explain its importance	Demonstrate, recognise and explain the changing relationship between the Earth, its solar system and the universe

The four Strands of Science are Living Things and Our Environment; Interactions of Matter; Energy and Everyday Life; and Our Earth and Space. Teachers work within each of the strands and at times across them to integrate the science content.

Reference System for Outcomes

Each sub-strand outcome has letters and numbers which denote the strand name, the sub-strand name and the year level. The number indicates how many outcomes there are with these characteristics. For instance, in the Energy and Everyday Life table E.F.4.1 means Energy and Everyday Life Strand (E), Forces Sub-strand (F), Year 4 (4) and learning outcome 1 (1). Each indicator is labelled alphabetically using a small letter. Refer to particular outcomes.

Strand	Sub-strands	Beginning Year 1	Year 1	Year 2	Year 3
Living things and the Environment Recognise the characteristics and functions of organisms, their diversity and interdependence.	Living Together	L.LT.B1.1 Talk about plants and animals that live locally	L.LT.1.1 Identify and record the different characteristics of common plants and animals	L.LT.2.1 Identify the basis of growth and development in plants and animals	L.LT.2.1 Investigate how plants and animals in the local environment depend on each other
	Structure and Life Processes		L.SL.1.1 Explore the major external parts of green plants	L.SL.2.1 Explore the major external parts of two- and four- legged animals	L.SL.3.1 Identify the characteristics of vertebrates and flowering plants
	Biodiversity, Relationships and Sustainability		L.B.1.1 Be aware that living things live in various places and have different forms and ways of life	L.B.2.1 Explore the similarities and differences between living things	L.B.3.1 Demonstrate different ways of sustaining the local resources (marine, land, air)
Interactions of Matter Describe and explain the properties and structure of materials, their uses and how these can be changed.	Materials	I.M.B1.1 Recognise that matter is found all around us	I.M.1.1 Use the five senses to explore the characteristics of matter from their local environment	I.M.2.1 Explore how matter is used in different ways in everyday life	I/M/3/1 Investigate how matter is conserved in their community
	Forms and Cycles of Matter			I.FC.2.1 Investigate how raw materials in the environment are naturally recycled	I.FC.3.1 Explore how living things use natural materials to survive
	Reactions				I.R.3.1 Investigate how common materials can be changed temporarily or permanently to form materials with new properties

Strand	Sub-strands	Beginning Year 1	Year 1	Year 2	Year 3
Energy and Everyday Life Demonstrate concepts of energy and explain their importance.	Energy Sources, Use and Conservation		E.ES.1.1 Investigate and identify energy as a part of daily life	E.ES.2.1 Investigate and identify different forms of energy as part of daily life	E.ES.3.1 Investigate different uses of energy as part of daily life
	Energy Transfers and Transformation				E.ET.3.1 Explore different ways in which energy is transferred and transformed
	Forces		E.F.1.1 Explore how objects are moved from one place to another	E.F.2.1 Recognise useful and destructive forces	E.F.3.1 Investigate and record situations where pushes, pulls and twists are used to move objects
Our Earth and Space Demonstrate, recognise and explain the changing relationship between the Earth, its solar system and the universe.	Our Solar System		OE.OS.1.1 Show curiosity and recognise differences in the day and night sky	OE.OS.2.1 Observe the major phases of the moon	OE.OS.3.1 Identify constellations visible in the night sky over a period of time
	Our Changing Earth	OE.OC.B.1 Investigate and identify positive and negative ways in which changing weather patterns affect living things	OE.OC.1.1 Investigate and record observable natural events and changes that occur in the environment	OE.OC.2.1 Recognize that weather can be predicted and daily activities can be planned accordingly	OE.OC. 3.1 Observe local weather patterns and events and record using simple instruments

LIVING THINGS AND THE ENVIRONMENT

Living Together

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	L.LT.B1.1 Talk about plants and animals that live locally	L.LT.1.1 Identify and record the different characteristics of common plants and animals	L.LT.2.1 Identify the basis of growth and development in plants and animals	L.LT.3.1 Investigate how plants and animals in the local environment depend on each other
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. recognises living things and non-living things b. recognises common animals in their local environment c. recognises common plants in their local environment d. names the common plants and animals in their environment e. identifies different animals of the sea f. identifies different animals in the river 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. recognises that different living things live in different environments b. describes the physical characteristics of common plants and animals c. identifies edible and inedible plants in the local environment d. identifies the essential needs of a variety of plants and animals e. identifies and names different parts of animals and plants f. shows respect for living things by caring for their environment g. describes the main physical characteristics of some plants and animals h. identifies and names the external parts of the human body and their uses 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies the different stages of development in plants and animals b. identifies the stages in the life cycle from baby to adult c. describes how different plants and animals protect themselves d. investigates and identifies weeds, insects and animals that affect the growth and development of plants e. identifies the essential requirements for growing plants f. identifies the essential requirements for raising domestic animals 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies the food chain of common animals b. identifies how different animals move from one place to another c. identifies and describes animals and plants that live together d. describes how humans need animals and plants e. describes different environmental conditions that may affect plants and animals f. describes the importance of an animal in our daily life e.g. dog, chicken, bee g. identifies how some local plants and animals may be dangerous

Structure and Life Processes

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes		L.SL.1.1 Explore the major external parts of green plants	L.SL.2.1 Explore the major external parts of two- and four-legged animals	L.SL.3.1 Identify the characteristics of vertebrates and flowering plants
Indicators		<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies some edible local green plants b. identifies the major parts of green plants including roots, stems, leaves, flowers and fruit c. distinguishes between vines and trees 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies common domestic animals in their local environment and in Vanuatu b. identifies the sense organs of humans including: eyes, ears, nose, tongue and fingers (skin) c. compares the external parts of a two-legged animal and four-legged animal 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies animals with backbones including fish, birds, reptiles and mammals b. distinguishes between flowering weeds and flowering plants that are food crops in the garden c. investigates and identifies the characteristics of vertebrates d. investigates and identifies the characteristics of flowering plants e. investigates and identifies vertebrates that lay eggs and vertebrates that do not lay eggs

Biodiversity, Relationships and Sustainability

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes		L.B.1.1 Be aware that living things live in various places and have different forms and ways of life	L.B.2.1 Explore the similarities and differences between living things	L.B.3.1 Demonstrate different ways of sustaining the local resources (marine, land, air)
Indicators		This will be evident when the child, for example: a. is aware that there are many different kinds of plants and animals b. identifies living things in the sea, on land and in the air c. recognises the major differences between plants and animals	This will be evident when the child, for example: a. recognises that animals in the local environment depend on plants for their food and shelter b. recognises that plants depend on each other for survival c. identifies different environmental conditions that can be a threat to plants and animals, for example, drought, flooding, cyclones	This will be evident when the child, for example: a. identifies the impact that the loss of living things can have on the environment b. recognises that disturbing the environment may affect the lives of animals e.g. cutting down forests without replanting, catching more fish than you need c. recognises that all animals in our environment including people live together in a balanced relationship

INTERACTIONS OF MATTER

Materials

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	I.M.B1.1 Recognise that matter is found all around us	I.M.1.1 Use the five senses to explore the characteristics of matter from their local environment	I.M.2.1 Explore how matter is used in different ways in everyday life	I.M.3.1 Investigate how matter is conserved in their community
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. explores and observes matter in their local environment such as soil, wood, water, air, metal, paper b. identifies the use of some common matter c. recognises some characteristics of matter d. finds out the simple characteristics of soil e. identifies different kinds of matter found in different objects in the classroom f. explore properties of water and sand 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies and lists different samples of matter in their local environment b. identifies some kinds of matter using their five senses c. identifies the different sources of water d. observes changes that indicate that air is all around them e. recognises that some kinds of matter are dangerous and should not be touched or tasted 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies different materials used in their community b. recognises properties of wood and its uses c. identifies how water is used in different ways in their community d. identifies the most common materials used and their properties e. identifies all the different liquids used every day in their homes f. recognises that local materials are used for making different objects 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. explains that water and air are needed by all living things to survive b. identifies the different sources of water used in their community c. identifies the steps the community takes to conserve matters such as water, wood, sand, plants, soil d. recognises the uses and the importance of clean water e. recognises the uses and the importance of clean air f. recognises ways of conserving soil g. recognises that different kinds of matter are used for different purposes

Forms and Cycles of Matter

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes			I.FC.2.1 Investigate how raw materials in the environment are naturally recycled	I.FC.3.1 Explore how living things use natural materials to survive
Indicators			<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. recognises that a cycle is a set of events that is repeated b. describes and compares how some kinds of matter change with the season, such as leaves falling off some kinds of trees in the cool, dry season c. explores and identifies how matter is affected by daily changes such as heat and light from the sun during different parts of the day, the tides of the sea d. identifies the uses of organic waste e. realises that organic waste will naturally decay and should not be burnt f. is aware that inorganic substances do not decay 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies the raw matter that green plants need to survive, such as animal manure, compost b. identifies animals that live on plant matter c. recognises that some plants feed on live and dead animal matter d. talks about what happens to waste matter produced by animals e. describes how natural materials can be used for composting

Reactions

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes				I.R.3.1 Investigate how common materials can be changed temporarily or permanently to form materials with new properties
Indicators				<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies simple physical changes that occur in everyday life such as making tea, tearing up paper b. identifies simple chemical changes in everyday life such as burning wood, baking cakes c. recognises that water turns into ice and vice versa depending on the temperature and talks about each of their properties d. explores what things can be done to material to temporarily or permanently change their properties such as heating and cooling e. identifies things that happen to solids and liquids in the home that are temporary or permanent

ENERGY AND EVERYDAY LIFE

Energy Sources, Use and Conservation

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes		E.ES.1.1 Investigate and identify energy as a part of daily life	E.ES.2.1 Investigate and identify different forms of energy as part of daily life	E.ES.3.1 Investigate different uses of energy as part of daily life
Indicators		<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. recognises that energy is needed by them and all living things b. realises that the sun is the main source of energy and that all energy originates from it c. explores different sources of energy at home such as candles, fire 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies different forms of energy and where they are used b. identifies most common forms of energy used in their daily lives c. recognises that food is the principal source of energy for all living things 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies the most common ways energy is used in the community b. Investigates and discusses the advantages and disadvantages of common forms of energy used in the community c. identifies the effects of energy use on the environment d. is aware that energy can be supplied by natural features of the environment such as wind, river, sea, sunlight, animal manure, hot springs, volcanoes

Energy transfers and Transformation

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes				E.ET.3.1 Explore different ways in which energy is transferred and transformed
Indicators				<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies the steps needed to transfer energy from its source to where it is used such as from sun to plant to man b. is aware that wood is burnt to produce heat and light energy c. identifies different ways in which energy is transformed from one form to another, such as chemical energy in a battery to electrical energy in the wires to light energy in the bulb

Forces

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes		E.F.1.1 Explore how objects are moved from one place to another	E.F.2.1 Recognise useful and destructive forces	E.F.3.1 Investigate and record situations where pushes, pulls and twists are used to move objects
Indicators		This will be evident when the child, for example: a. identifies different machines that people use in the community b. recognises sources of energy needed to produce movement	This will be evident when the child, for example: a. is aware that some natural forces, such as earthquakes, tsunamis, flooding, cyclones, landslides, are very destructive b. identifies some natural forces that can be controlled to create useful energy such as waterfalls, waves, wind force	This will be evident when the child, for example: a. realises that force can be applied by pushing, pulling or twisting b. identifies how pushes, pulls and twists can be used to move an object c. identifies the types of force applied to move different objects such as opening and closing a door, opening a box, unscrewing a jar top

OUR EARTH AND SPACE

Our Solar System

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes		OE.OS.1.1 Show curiosity and recognise differences in the day and night sky	OE.OS.2.1 Observe the major phases of the moon	OE.OS.3.1 Identify constellations visible in the night sky over a period of time
Indicators		This will be evident when the child, for example: a. is aware that the sun is the source of daylight and that night is simply the absence of the sun b. identifies the different positions of the sun c. determines the colour of the sunrise and sunset	This will be evident when the child, for example: a. identifies the shapes of the moon over a one month period, such as, new moon, half moon, full moon b. describes the appearance of the sky during different phases of the moon c. identifies events, such as cultural events, influenced by different phases of the moon	This will be evident when the child, for example: a. explores by drawing a map of the night sky on selected dates each month b. identifies and names major star constellations c. is aware that we can use changes in the phases of the moon and the position of constellations in our everyday lives, such as to help with navigation, fishing and crabbing

Our Changing Earth

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	OE.OC.B.1 Investigate and identify ways in which changing weather patterns affect living things	OE.OC.1.1 Investigate and record observable natural events and changes that occur in the environment	OE.OC.2.1 Recognize that weather can be predicted and daily activities can be planned accordingly	OE.OC.3.1 Observe local weather patterns and events and record using simple instruments
Indicators	This will be evident when the child, for example: a. identifies some animals and plants that are affected by bad and good weather b. identifies some weather patterns that affect our daily lives such as cyclones, drought, flooding	This will be evident when the child, for example: a. identifies and talks about daily events such as sunrise, sunset, tides, winds, rain b. recognises the changes in the appearance of trees in different months of the year c. takes appropriate safety action before, during after the occurrence of a natural hazard	This will be evident when the child, for example: a. identifies local seasonal weather patterns and signs b. plans an activity based on their observation of the weather	This will be evident when the child, for example: a. measures and records daily rainfall b. measures and records the speed of the wind and directions c. observes cloud formations, makes drawings of them and names them d. measures and records the daily temperature e. produces a simple illustrated report of the weekly weather

Learning Outcomes and Activities



LIVING THINGS AND THE ENVIRONMENT

Living Together

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	L.LT.B1.1 Talk about plants and animals that live locally	L.LT.1.1 Identify and record the different characteristics of common plants and animals	L.LT.2.1 Identify the basis of growth and development in plants and animals	L.LT.2.1 Investigate how plants and animals in the local environment depend on each other
Activities	Children could, for example: a. observe the local environment and describe it to others b. draw pictures of plants and animals that live locally and talk about their pictures to the whole class c. name different plants and animals	Children could, for example: a. cut out pictures of plants and animals and label b. draw and name main parts of common plants and animals c. observe and record the differences in the shapes, sizes and colours of roots, stems, branches, leaves and flowers d. match leaves with their fruits and trees e. observe and record the differences in the shapes, sizes and colours of animals including humans and their external parts	Children could, for example: a. grow some plants from seeds and observe them daily b. identify young animals, such as chicks, puppies, calves, human babies, and observe how they grow from birth c. measure and record their own height monthly d. keep some chickens and observe their life cycle e. grow some food crops and show how weeding the garden helps them to grow well	Children could, for example: a. observe, identify and record what different animals eat b. match animals to their food c. classify animals as plant eaters, meat eaters and plant and meat eaters d. trace a simple food chain from a green plant to a carnivore e. identify and discuss when and how disasters caused by humans or natural hazards can affect plants' and animals' lives, such as the killing of snakes

Structure and Life Processes

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes		L.SL.1.1 Explore the major external parts of green plants	L.SL.2.1 Explore the major external parts of two- and four-legged animals	L.SL.3.1 Identify the characteristics of vertebrates and flowering plants
Activities		Children could, for example: a. draw the different parts of plants b. group plants with common characteristics c. draw the different shapes of leaves d. collect samples of different plants and name them on a collage e. find out what parts of plants are used for different purposes	Children could, for example: a. draw the different parts of common animals b. group animals with common characteristics c. draw the different shapes of heads, feet of animals d. collect pictures of different animals and name them on a collage e. find out what parts of animals are used for different purposes	Children could, for example: a. draw pictures of a vertebrate animals b. collect pictures of different local vertebrate animals and make a collage c. build a mobile of flowering plants and vertebrate animals d. classify by producing charts of land vertebrate and sea vertebrate animals e. draw pictures of flowering and non-flowering plants

Biodiversity, Relationships and Sustainability

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes		L.B.1.1 Be aware that living things live in various places and have different forms and ways of life	L.B.2.1 Explore the similarities and differences between living things	L.B.3.1 Demonstrate different ways of sustaining the local resources (marine, land, air)
Activities		Children could, for example: a. take a nature walk, explore and observe the variety of places where animals and plants live b. collect pictures of different animals and group them by pasting their pictures on cardboard c. cut out pictures of different plants and animals and place them in a small model of a forest or sea	Children could, for example: a. make simple webs by drawing or pasting pictures to show relationships (their food, their home) b. discuss some of the characteristics of living things such as all living things move, breath, grow, feed, reproduce and have senses c. identify some common animals and compare the different ways in which they move, breathe, feed, reproduce and respond	Children could, for example: a. identify a local resource that is endangered and suggest ways of solving the problem b. make posters to inform the community on ways of sustaining a local resource c. invite a community member to give a talk on topics such as local pollution, forestation, sustainable fishing, logging, mangrove conservation, protection of the banyan tree d. watch videos and plays on environmental issues

INTERACTIONS OF MATTER

Materials

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	I.M.B1.1 Recognise that matter is found all around us	I.M.1.1 Use the five senses to explore the characteristics of matter from their local environment	I.M.2.1 Explore how matter is used in different ways in everyday life	I.M.3.1 Investigate how matter is conserved in their community
Activities	Children could, for example: a. make a collection of natural matter in the school ground, put the different kinds in small containers and label them b. make a collection of manufactured materials found in the school ground and use them to make mobiles	Children could, for example: a. play the smell guessing game b. play the feely bag game to determine the sounds materials make and what they feel like c. separate materials from each other using temperature d. use taste to identify sour, sweet, bitter and salty substances	Children could, for example: a. decide when to water the garden b. make pictures of how rocks are used in the community c. cut up pictures and make a collage of different ways wood and other materials are used d. use natural materials to make simple models and structures, such as a nakamal, a mat, a windmill e. identify the common manufactured materials used in everyday life, such as kitchen utensils, media instruments, clothes, furniture	Children could, for example: a. investigate and make a list or table of what happens to different materials in the community, how they are stored, used and recycled b. plant grass in an earth-exposed area to conserve soil c. display their creativity in building sculptures from waste materials d. discuss why some kinds of matter, such as laplap stones, fish traps are kept and re-used in the community e. find out ways of preserving food in the community f. discuss how the community ensures that their land is fertile for farming g. plan ways of conserving their local environment

Forms and Cycles of Matter

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes			I.FC.2.1 Investigate how raw materials in the environment are naturally recycled	I.FC.3.1 Explore how living things use natural materials to survive
Activities			Children could, for example: <ul style="list-style-type: none"> a. discuss how the organic waste in their house is dealt with b. create a compost heap using organic waste such as food peelings, dead leaves, grass, paper, cards c. take a nature walk in the forest and describe what happens to dead organisms such as dead leaves, dead twigs, dead branches, dead trunks, dead vines 	Children could, for example: <ul style="list-style-type: none"> a. investigate and discuss how plants respond to manure and compost b. make lists of natural materials that living things use to survive c. find out what happens to living things when natural materials are not available d. on a chart, match animals to their food and home e. find out which materials come from living things to assist human beings to survive

Reactions

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes				I.R.3.1 Investigate how common materials can be changed temporarily or permanently to form materials with new properties
Activities				Children could, for example: <ul style="list-style-type: none"> a. discuss what happens to the sugar when preparing tea b. investigate and discuss how some familiar materials change their properties when heated, for example boiling water, heating rocks, freezing water c. discuss the products obtained after burning wood, burning paper, striking a match d. make a list of all the chemical and physical changes that are happening around them, for example rusting metals, rotting objects, breaking glass, food being baked

ENERGY AND EVERYDAY LIFE

Energy Sources, Use and Conservation

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes		E.ES.1.1 Investigate and identify energy as a part of daily life	E.ES.2.1 Investigate and identify different forms of energy as part of daily life	E.ES.3.1 Investigate different uses of energy as part of daily life
Activities		Children could, for example: a. talk about what they need to be energetic b. find out where energy comes from in their community	Children could, for example: a. interview parents and record the different forms of energy used each day b. find out which forms of energy are commonly used in the house, such as heat, sun, electrical, chemical, sound energy	Children could, for example: a. make a chart of machines and their sources of energy b. find out the many different ways energy is used in their daily lives

Energy Transfers and Transformation

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes				E.ET.3.1 Explore different ways in which energy is transferred and transformed
Activities				Children could, for example: <ul style="list-style-type: none"> a. track energy from its source to where is used, for example solar lamps, cell torches, food, pen b. make a list and draw pictures of things that are powered by energy c. use mirrors to transfer light from one point to another

Forces

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes		E.F.1.1 Explore how objects are moved from one place to another	E.F.2.1 Recognise useful and destructive forces	E.F.3.1 Investigate and record situations where pushes, pulls and twists are used to move objects
Activities		Children could, for example: a. observe and discuss different types of movement such as rolling, sliding, rocking, falling, pushing, pulling, lifting b. make a list of things and how they move from one place to another c. investigate and identify what makes objects move from one place to another	Children could, for example: a. identify and illustrate destructive forces, such as tsunamis, cyclones, earthquakes, in the environment b. identify and illustrate useful forces such as wind power, river water power, muscle power	Children could, for example: a. explore push and pull forces in the classroom b. explore actions that they take that require pushes, pulls and twists, such as opening and closing a door, a tug of war game

OUR EARTH AND SPACE

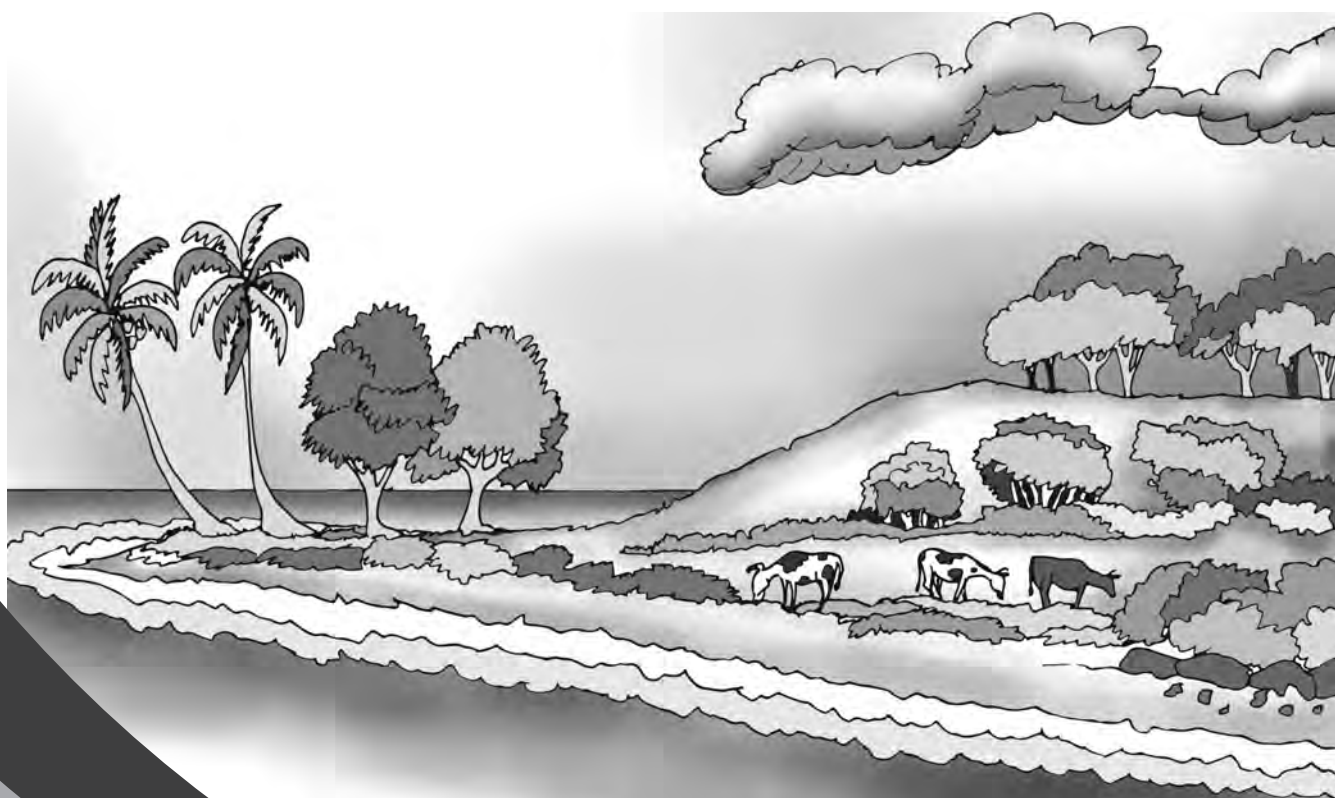
Our Solar System

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes		OE.OS.1.1 Show curiosity and recognise differences in the day and night sky	OE.OS.2.1 Observe the major phases of the moon	OE.OS.3.1 Identify constellations visible in the night sky over a period of time
Activities		Children could, for example: a. talk about the differences between day and night b. make drawings or paintings to show differences between day and night c. make a mobile of the night sky	Children could, for example: a. observe the moon and keep a record by drawing its shape each night b. make a chart of the different phases of the moon c. listen to custom stories about the moon d. identify how phases of the moon influence cultural events	Children could, for example: a. observe and draw pictures of different groups of stars such as the Southern Cross, the Big Dog b. identify some of the major planets, such as Venus and Mars, in the night sky c. use binoculars to observe the night sky

Our Changing Earth

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	OE.OC.B.1 Investigate and identify ways in which changing weather patterns affect living things	OE.OC.1.1 Investigate and record observable natural events and changes that occur in the environment	OE.OC.2.1 Recognize that weather can be predicted and daily activities can be planned accordingly	OE.OC. 3.1 Observe local weather patterns and events and record using simple instruments
Activities	Children could, for example: a. talk about the weather b. discuss the advantages of sunny days and rainy days c. discuss how bad weather can affect the lives of animals and plants	Children could, for example: a. talk about how natural events such as low and high tide, sunset and sunrise, flooding, high winds, high seas, affect their lives b. illustrate the effect of the wind on living things, for example plastic bags blowing everywhere, high winds blowing down things, sending dust into the houses and food stalls c. make simple posters of safety actions	Children could, for example: a. talk about the natural signs that will help them predict the weather b. plan an activity based on their weather prediction c. talk about the different clothes worn in different kinds of weather d. listen to the weather forecast on the radio, report in class and observe e. group weather patterns according to our two seasons	Children could, for example: a. keep a record of rainfall on a picture graph b. use a wind gauge to determine the direction of the prevailing wind c. keep a record of daily temperatures d. interview elders in the community about changes in the weather patterns e. make a weather calendar showing the weather patterns for each month f. produce a simple illustrated report on the weather

Glossary and References



GLOSSARY

advantage	more favourable position or state (a benefit or a gain)
balance	make things equal
biodiversity	term we use to describe the variety of life on Earth, that is, the number of distinct species of plant and animal. The word comes from a combination of two words: biology and diversity.
carnivorous	describes an animal which eats flesh or meat only
characteristic	anything that distinguishes something from others of its kind
chemical change	permanent change that occurs when different kinds of matter are mixed and react together to form new matter
cetacean	marine mammal that has fins, including whales and dolphins
conservation	caring for and making sure that the variety of organisms and resources of the environment continue to live on
collage	picture composed of pieces of cloth, pieces of paper, photographs and other objects stuck onto a surface
community	group of people or animals living together
constellation	group of stars that remain in the same position in relation to each other. When seen from the Earth they appear to form a shape, such as the Southern Cross.
crop	something grown for food, such as grain, root and green vegetables, fruit
crustacean	animal with a hard outer skeleton, usually living in water e.g. lobsters, crabs, shrimps, prawns, woodlice, barnacles, water fleas
compost	mixture of decayed plants and other organic matter used by gardeners for enriching the soil
curiosity	desire to know or find out about something
decay	become bad or fall to pieces, become rotten, decompose and become soft, crumbly or liquefied
disadvantages	unfavourable or harmful circumstances
distinguish	tell the difference between
domestic animal	animal belonging to someone who has tamed or bred it for a specific purpose, such as keeping as a pet, taking hunting or using as food e.g. cat, parrot, dog, pig, chicken
drought	long period of extremely dry weather when there is not enough rain for the successful growing of crops or the restocking of water supplies
diverse	varied, of several different kinds
edible	suitable for eating by human beings

electricity	form of energy used for lighting, heating and making machines work
elements	component parts, substances that cannot be separated into other substances by ordinary or chemical techniques e.g. any of the four substances air, water, fire, and earth formerly believed to compose the physical universe
environment	the living and non-living surroundings in which people, animals and plants live
energy	the capacity for doing work. Children identify different forms of energy in their daily lives.
energy forms	types of energy such as electrical, heat or light energy
evolution	development of plants or animals from an earlier or simpler form of life
explore	to examine, to look into, to investigate, to study, or to analyse thoroughly
external	situated outside, apart, or beyond the surface of a given body
features	well-known parts or characteristics
force	strength, power or energy that somebody or something demonstrates by a push, a pull or a twist
food chain	arrangement of animals and plants in a community according to the order of feeding, in which each uses the next usually lower member as a food source e.g. sun to grass to cattle to man
forecast	calculate or predict weather conditions on the basis of observations
rain gauge	instrument with a graduated scale for measuring the amount of rainfall
generating	process of producing or creating something
growth	stage in the process of growing up and developing to maturity
habitat	natural home of a plant or animal
hazard	a natural hazard is the name given to natural phenomena such as earthquakes and cyclones which can be a source of danger. They are no longer known as disasters, unless people have not succeeded in dealing with their effects.
harmony	living in agreement or at peace with each other
herbivore	animal that eats only plants
influence	action exercised by a person or something over another, the effect of one object on another
inorganic	related to or derived from non-living things
interaction	kind of action that occurs as two or more objects have an effect upon each another
instrument	tool used for a particular task
interdependence	animals, plants or people needing each other's help and thus depending on each other

investigate	to examine and study very carefully
invertebrate	animal without a backbone
life cycle	the time it takes for an organism to be born, grow, reproduce and die
mammal	warm-blooded vertebrate animal that feeds its young on milk
matter	the substance or stuff of which all physical things are composed
meteorology	the study of the weather and weather conditions
moss	a soft green plant that grows like a carpet on things like trees, rocks or walls
natural phenomena	events created by nature such as thunder and lightning, cyclones
omnivore	animal that eats both plants and animals
oviparous	describes an animal that produces eggs that hatch outside the body of the mother, such as birds, some fish, some reptiles, and some insects
organ	part of a plant or animal that has a specific function
organic	related to or derived from living things
phase	stage in the regular progress of the moon round the earth, as seen from the earth e.g. full moon, new moon
predict	tell what will happen before it does happen
preserve	protect, save, keep from spoiling
prevailing	something that most commonly happens the same way, e.g. the prevailing wind (the direction from which the wind is usually blowing)
principal source	the main starting point for something e.g. the sun is the source of all animal and plant energy
properties	qualities belonging to or unique to things such as matter
raw	natural matter, not manufactured
reaction	any action in resisting another action or force
recycle	save a resource and use it again
relationship	connection between living things by way of living together, sharing eating habits, etc.
report	give information about something that has happened or an experiment that has been conducted.
reptile	cold-blooded animal, such as a snake, lizard, turtle
source	the place of origin of something, or where it arises or is obtained
solar system	the Sun and everything that moves around it including the eight planets and their moons, asteroids and comets
stages	several steps by which something moves towards completion
structure	the way something is made up
substance	kind of matter or material

sustainability	way of maintaining and giving support for something to ensure it continues to live on, avoiding extinction
survive	continue to exist or live after e.g. a disaster
system	a group of ideas or ways of doing something
traction	the act of drawing or pulling
transfer	to move something from one place to another
transformation	change of the shape, character or appearance of something
twist	turn something round or from side to side out of its original position
vertebrate	animal having a backbone
vine	climbing or crawling plant such as cucumber, beans, pumpkin, passionfruit
viviparous	describes a mammal, a reptile or a fish that produces living young from within the body instead of laying eggs
waste	excreted by animals, or damaged, superfluous material produced by a manufacturing process
weather pattern	repeating weather behaviour, identified by a meteorologist
weed	plant that grows where it is not wanted
wind gauge	instrument used for measuring the force or speed of the wind, also called an anemometer

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Living in our Community



CONTENTS

Section 1:	Introduction	148
	Rationale.....	149
	Aims	149
	Assessment	152
Section 2:	Learning Outcomes and Indicators	153
	Living in our Community.....	155
	Healthy Living.....	158
	Living Together.....	161
	Ways of Living.....	165
Section 3:	Learning Outcomes and Activities.....	169
	Healthy Living.....	171
	Living Together.....	174
	Ways of Living.....	178
Section 4:	Glossary and References	181
	Glossary.....	183
	References	185

Section 1

INTRODUCTION

This syllabus identifies the knowledge, skills, attitudes and values that children should achieve for Years 1 to 3. They describe the content of *Living in Our Community* for this level. The teachers will use them to develop the teaching and learning programs. The content is expressed as outcomes and indicators.

Living in Our Community is a subject that integrates content from the following three learning areas at this level of schooling: Personal Development; Culture and Community; and Spiritual and Character Development. These learning areas include learning to be healthy, learning to live together and learning about our ways of living.

The table below shows the key links between kindergarten and primary schools

Key links between the Learning Areas at Preschool and at the lower Primary School

Learning Areas	Kindergarten	Years 1 to 3 Primary
	Personal Development, Custom, Culture and Environment, Spiritual and Character Development	Personal Development, Culture and Community, Spiritual and Character Development

The integrated subject *Living in Our Community* has three Strands each with a number of Sub-strands as shown in the Table below.

Strands	Sub-strands
Healthy Living	Healthy Individuals and Communities
	Movement and Games
	Safety
Living Together	Civics and Community Relationships
	Caring for the Environment
	Spiritual and Character Development
Ways of Living	Our Cultural Heritage and Identity
	Visual Arts
	Performing Arts

Rationale

Through the learning area *Living in our Community* children will further develop aspects of their physical, emotional, social, mental and spiritual well-being appropriate for Years 1 to 3. This learning will also enable them to participate in physical education and in sports and act responsibly and independently. Good health and sensible emotional and social behaviour developed at this level will establish a foundation for strong relationships at home, in school and in their community.

It is important for children to become fully responsible for their acts, to be independent and take on their responsibilities as individuals and as members of their community. The development of values, knowledge, attitudes and social behaviour will promote effective and constructive participation in their communities; use their freedom of individual rights, and avoid and reject conflicts. They will continue to learn to adopt the social and collective rules of life such as what is right or wrong, understand their sexuality, show self respect and respect for others, including respect for the other sex, know basic first aid and safe behaviours, be accepting of and support their school's rules, and communicate, collaborate and work well together in groups, listening to each other, confidently asserting their viewpoints, contributing to group work. They will show respect for safety rules at home and at school, on the road, in or near water and in the forests and at times of natural hazards they will know how to read 'the signs' and how to survive. In this learning area children will develop mutual respect and respect and value differences.

Concepts, skills and attitudes will be developed about culture and community and will enable children to become aware of their rights, to know their own history, to develop their knowledge of Vanuatu, the diversity of its cultures and of its cultural and environmental heritage. They will also develop their spiritual, religious and cultural values. Through knowledge of Vanuatu they will develop the feeling of membership, of belonging, and respect individual choices and their identity and nationality.

An understanding of the arts will be developed using their aesthetic skills which they will develop through creative and expressive means when practising the many forms of art and cultural activities.

The knowledge, skills and attitudes acquired at Years 1 to 3 in this subject will prepare them for continued learning in subjects such as social science, religious education, civics and citizenship, personal development and the arts at Years 4 to 6.

Aims

The aims of the *Living in Our Community* syllabus for Year 1 to Year 3 are as follows. Children:

- understand the importance of exercise, mental fitness, rest and the right kind of food for the development of a healthy body
- develop natural coordination and motor skills in order to enjoy, to the best of their ability, physical activities
- enjoy their physical environment
- understand the relationship between health, fitness and lifestyle
- maintain a healthy level of physical fitness
- accept and enjoy physical challenge

- participate confidently and energetically in physical activity and games
- respect the rules of games and play in the right spirit
- play games with a degree of skills and success
- demonstrate good judgment and coordination in the basic physical skills
- share and cooperate with less athletically able children
- respect safety rules especially road safety
- develop and encourage an interest in local arts and in arts from other countries
- respect, understand and preserve the cultural tradition of Vanuatu through the arts
- use a range of materials and techniques with skill and confidence, independently and in group situations
- think imaginatively in order to raise questions, solve problems, experiment, discover and invent
- sing clearly with expression
- make and play musical instruments
- listen and identify different styles of music
- express themselves in front of an audience
- perform freely a variety of cultural and modern dances
- respect rules including school rules
- communicate and work in teams, which means listening, expressing their point of view, doing their work according rules stated by the group
- assess the consequences of their actions: recognizing and naming emotions, impressions, to be able to assert constructively
- know their rights
- show respect for themselves and others
- exercise their responsibilities in society.

Description of Strands and Sub-strands

Healthy Living

The Healthy Living strand promotes knowledge, skills and attitudes which assist children to continue to develop physically and mentally both at school and in their home life.

Healthy Living is divided into 3 Sub-strands: Healthy Individuals and Communities; Movement and Games; and Safety.

In the Healthy individuals and communities Sub-strand children are introduced to basic knowledge, skills and attitudes of hygiene, nutrition, growth, illness & disease and safety in positive ways, to help them develop a healthy lifestyle. Children in Years 1 to 3 learn about and use simple rules of hygiene and learn to recognize and make healthy choices to do with food. Children learn to identify body parts and their functions and how hygiene, nutrition, illness and disease and safety can affect their growth and development.

In the Movement and Games Sub-strand, which leads onto Physical Education in later years, the Years 1 to 3 children learn about and practice skills to develop the strength, co-ordination and balance needed to manipulate their bodies in different ways and to develop a positive attitude towards physical exercise.

In the Safety Sub-strand, they are taught the safe use of tools (e.g. knives, scissors), fire, road and water safety and what to do in an emergency such as an earthquake or cyclone.

Living Together

Within this strand Years 1 to 3 children explore values and beliefs that influence their behaviour. Children explore knowledge, skills and attitudes which support them to develop friendships, live and work in harmony with others and develop values and beliefs which support them in life. They learn about connections between their families and communities, their roles and the roles of others and the interdependence of these roles within a family and community, leading to a wider understanding of roles and responsibilities within the community and the nation.

Living Together is divided into three Sub-strands: Civics and Community Relationships; Caring for the Environment; and Spiritual and Character Development.

The Civics and Community Relationships Sub-strand explores a child's role in the family and community and the responsibilities which go with this role. Children explore how their role may change according to the community in which they are interacting (such as church, school) and the expected behaviour within that community. Children look at their own family, their roots and relationships to each other and then move on to the relationships of people within a wider community. This Sub-strand will lead to learning about their role as a citizen of Vanuatu.

The Spiritual and Character Development Sub-strand explores the common custom and religious values and beliefs in their society needed to develop an understanding of right from wrong and concepts such as love, trust, tolerance, sharing and joy.

The Caring for the Environment Sub-strand will assist children to take responsibility for the environment around them, at school, at home and in the local community, and to appreciate that we are all responsible for its well-being. Children will learn about the importance of looking after their environment and how they can contribute to its well-being.

Ways of Living

Ways of Living encompasses an understanding of their culture and some of the artefacts of this culture represented through custom and tradition and the arts, developing their knowledge of Vanuatu, its diversity of land and people, its cultural and environmental heritage, and leads on, in later years, to an understanding of its political, legal and economic systems, the development of respect for different cultures and societies and an understanding of how we relate to other cultures in our region and beyond.

Ways of Living is divided into three Sub-strands: Our Cultural Heritage and Identity; Visual Arts; and Performing Arts.

The Our Cultural Heritage and Identity Sub-strand engages Years 1 to 3 children in developing an understanding of their own Vanuatu culture, society and heritage through exploring the events and ceremonies which are of concern to children and by allowing them to explore their own identity.

The Visual Arts Sub-strand encourages Years 1 to 3 children to explore the traditional arts and crafts common to their community and their own creativity by using their senses, perceptions, feelings, values and knowledge to communicate and express themselves in various ways.

The Performing Arts Sub-strand explores the traditional song, dance and drama of their community and encourages Years 1 to 3 children to communicate and express their own ideas and imagination in a variety of ways. It also introduces them to the performing arts of other communities and cultures within Vanuatu and leads on to learning about arts in the Pacific and wider world.

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about children's achievement of the learning outcomes described in the subject syllabuses.

Teachers use criteria derived from the learning outcomes to assess children's work. The criteria are made explicit to the children so they know what they have to do to be successful. Assessment criteria help teachers to make consistent and fair judgements about children's achievements.

Assessment of Living in Our Community

Teachers record evidence of children's learning over time and use this to make judgements about their achievement of the learning outcomes. To ensure that assessment is fair and balanced, teachers must use a range of assessment methods including:

- observing
- conferencing
- analysing
- testing

The table below gives examples of aspects of learning to do with Living in Our Community that can be assessed using the four assessment methods described above.

Strands	Examples of what to assess using different assessment methods			
	Observe	Conference	Analyse	Test
Healthy Living	<ul style="list-style-type: none"> ▪ using criteria, assess student behaviours, attitudes, skills, concepts or processes by observing them doing activities related to healthy living 	<ul style="list-style-type: none"> ▪ interview students about a class project to do with caring for their environment 	<ul style="list-style-type: none"> ▪ record, analyse and determine how well students follow rules for healthy living 	<ul style="list-style-type: none"> ▪ ask students to draw samples of three different groups of food
Living Together	<ul style="list-style-type: none"> ▪ observe and using criteria collect data about how well students work effectively in a group and collaborate with others 	<ul style="list-style-type: none"> ▪ ask questions about living in harmony with others to collect data on attitudes and behaviours 	<ul style="list-style-type: none"> ▪ plan a way to support them in playing their role as a head of their class 	<ul style="list-style-type: none"> ▪ ask students to identify their expected behaviour with others when in the community
Ways of Living	<ul style="list-style-type: none"> ▪ ask students to complete an arts task and record your observations about how well they do this 	<ul style="list-style-type: none"> ▪ using focus questions, ask students to explain their drawing to you and others 	<ul style="list-style-type: none"> ▪ explain how different objects or tools are used for custom dances by dancers 	<ul style="list-style-type: none"> ▪ ask students to write a simple sweet recipe

Learning Outcomes and Indicators



Living in our Community

The learning area outcome for Life and Living that appears below describes the endpoint of learning by the end of Year 10. The table describes the strand learning outcomes for each of the three strands for Life and Living for Years 1-10.

Learning Area Outcome

Develop healthy attitudes, behaviour, practices and appropriate values and beliefs based on knowledge of Vanuatu, its diversity, culture and environmental heritage.

Strand	Healthy Living	Living Together	Ways of Living
Learning Outcomes	Apply knowledge, skills and attitudes to develop healthy behaviours and prevent unhealthy behaviours	Use the skills necessary to live and work in harmony with other people at home and in the community	Use their cultural and artistic knowledge, skills and appreciation

Reference System for Outcomes

Each sub-strand outcome has letters and numbers which denote the strand name, the sub-strand name, the year level, whether it is for Vernacular, French or English and a number indicating how many outcomes there are with these characteristics. For instance, in the Healthy Living table HLH.1.V1 means Healthy Living Strand (HL), Healthy Individuals and Communities (H), Year 1 (1), Vernacular (V) and learning outcome 1 (1). If the outcome is written to be achieved in French or English, it will end with either E or F. Each indicator is labelled alphabetically using a small letter. Refer to particular outcomes and indicators using this system.

Strand	Sub-strand	Beginning Year 1	Year 1	Year 2	Year 3
Healthy Living Apply knowledge, skills and attitudes to develop healthy behaviour and prevent unhealthy behaviour.	Healthy individuals and Communities	HLH.B1.V1 Follow simple rules of hygiene and explore how to stay healthy and safe	HLH.1.V1 Demonstrate healthy practices of hygiene, nutrition and self care	HLH.2.V1 Demonstrate knowledge of healthy living practices	HLH.3.E/F1 Demonstrate simple knowledge and basic skills to prevent illness and promote healthy living practices
	Movement and Games	HLM.B1.V1 Use their body to move in different ways	HLM.1.V1 Adapt their movements according to different environments and situations	HLM.2.V1 Demonstrate co-ordination and balance through participation in a variety of activities	HLM.3.E/F1 Improve their physical abilities by participating in a diverse range of games and movement
	Safety	HLS.B1.V1 Apply elementary safety rules to prevent risk of domestic accidents	HLS.1.V1 Apply elementary safety rules to prevent risk and reporting to domestic accidents	HLS.2.V1 Apply elementary safety rules to prevent risk and attend to domestic accidents	HLS.3.V1 Prevent, protect, inform, intervene with the victims of domestic accidents
Living Together Use the skills necessary for living and working in harmony with other people at home and in the community.	Civics and Community Relationships	LTR.B1.V1.A Recognise and talk about their roles in their family life	LTR.1.V1.A Identify the roles and responsibilities they have in their family	LTR.2.E1.A Carry out responsibilities when assigned to at home, in class and in the school accordingly	LTR.2.V1.A Display socially and responsible behaviour with peers
		LTC.B1.V1.B Recognise who is in their immediate family and identify where they are from	LTC.1.V1.B Identify their relationships with family members	LTC.2.V1.B Identify and talk about how different individuals contribute to caring for the school and community	LTC.3.E/F1.B Demonstrate skills and attitudes which enable them to be responsible members of the community
	Caring for Our Environment	LTC.B1.V1 Talk about some features of their local environment	LTC.1.V1 Take action to protect the local environment in which they live	LTC.2.V1 Protect and develop the local environment in which they live	LTC.3.E/F1 Develop skills to sustain the local environment in which they live
	Spiritual and Character Development	LTS.B1.V1 Recall the values and beliefs of the community in which they live	LTS.1.V1 Recognise some common religious and custom beliefs and values in their community	LTS.2.V1 Identify and discuss important cultural and religious events in their community	LTS.3.E1 Discuss how values and beliefs influence people live their lives

Strand	Sub-strand	Beginning Year 1	Year 1	Year 2	Year 3
Ways of Living	Our Cultural Heritage and Identity	WLC.B1.V1 Recall a variety of custom activities common in their family	WLC.1.V1 Identify and demonstrate knowledge and skills of custom activities in their community	WLC.2. V1 Apply appropriate skills in some cultural activities in the community	WLC.3.E/F1 Demonstrate an understanding of skills in a variety of cultural activities and explore those from other villages or islands
	Visual Arts	WLV.B1.V1 Use their senses to explore a variety of art materials and processes	WLV.1.V1 Apply their natural creativity ability and display simple techniques and processes	WLV.2. V1 Use knowledge and skills to relate ideas and feelings through art	WLV.3. E/F1 Demonstrate skills and techniques to create art using their imagination and their growing appreciation of art
	Performing Arts	WLP.B1.V1 Participate in and express enjoyment of dance, drama and music	WLP.1.V1 Display their creative ability and skills in dance, drama and music	WLP.2. V1 Create and perform actions to express themselves through dance, drama and music	WLP.3.E/F1 Develop skills to appreciate and participate in dance, drama and music with pleasure

HEALTHY LIVING

Healthy Individuals and Communities

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	HLH.B1.V1 Follow simple rules of hygiene and explore how to stay healthy	HLH.1.V1 Demonstrate healthy practices of hygiene and nutrition	HLH.2.V1 Demonstrate knowledge of healthy living practices	HLH.3.E1 Demonstrate simple knowledge and basic skills to prevent illness and promote healthy living practices
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. follows simple rules of hygiene when instructed b. recognises and names a variety of local fruit and vegetables c. names major body parts d. identifies emotions of happiness, sadness, fear, surprise e. expresses feelings openly f. begins to control own feelings g. recognises own feelings and respects others h. displays self-confidence through play and interacts with others 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. follows simple rules of personal and collective hygiene b. identifies the different food categories c. finds out the hygiene practices related to different parts of the body d. recognizes and names external parts of their body e. describes their feelings and emotions f. controls their emotions g. identifies common diseases and discusses their prevention h. knows simple hygiene of food preparation and consumption 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. follows and explains a range of hygiene rules independently b. discusses reasons for keeping local environment clean c. names and classifies the 3 food groups (body building, protection, energy) d. identifies main body parts (internal and external) and their uses e. controls own emotions in a variety of situations f. recognises symptoms of common illnesses and knows how to prevent them g. discusses a range of emergency safety practices 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies and discusses several hygiene rules b. applies rules of personal hygiene c. identifies and discusses reasons why we eat from the three food groups d. recognises different stages of human growth e. recognises and respects the emotions of others f. recognises symptoms of common illness or injury g. discusses how to help someone with illness or accident

Movement and Games

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	HLM.B1.V1 Use their body to move in different ways	HLM.1.V1 Participate actively in a variety of movement activities	HLM.2.V1 Demonstrate co-ordination and balance through participation in a wide variety of activities	HLM.3.E1 Improve their physical abilities by participating in a diverse range of games and movement
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. moves different parts of their body in various ways b. moves body and limbs with purpose c. follows instructions during movement activities d. balances and moves body in a variety of ways e. participates in hand and eye coordination activities 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. adjusts their movements according to their environment or situation b. moves according to orders c. recognizes the playground and its limits d. recognizes and understands the language of directions and positioning e. moves from one place to another safely f. performs an action that can be measured (run fast, jump high) g. participates in small games h. competes individually or collectively 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. cooperates in games with others b. follows the rules of simple games c. respects rules of games and other children d. participates in physical activities e. practises movements in a variety of ways f. demonstrates growing hand-eye coordination development g. competes individually or collectively h. adapts their movement to different environments and situations 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. moves freely in different ways b. moves things about safely c. uses the language of physical education such as goal, referee d. recognizes visual symbols of physical activity such as oval ball, racket e. displays self-confidence in own ability in some games f. takes initiative to develop own abilities in some games g. displays hand-eye coordination during activity

Safety

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	HLS.B1.V1 Apply elementary safety rules to prevent risk of domestic accidents	HLS.1.V1 Apply elementary safety rules to prevent risk and reporting to domestic accidents	HLS.2.V1 Apply elementary safety rules to prevent risk and attend to domestic accidents	HLS.V1 Prevent, protect, inform, intervene with the victims of domestic accidents
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. uses tools safely b. recognizes good behaviour for keeping lives safe c. identifies any danger within their immediate environment d. identifies dangerous objects e. knows how to handle a sharp object 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. travels safely individually and in groups b. recognizes the meaning of a vehicle with flashing lights c. identifies dangerous locations in the school d. identifies some key risks of familiar objects and solutions such as toxic materials, chemicals and drugs, steel rods, electricity e. protects themselves from school bullies f. identifies an unusual situation or danger g. asks for help to be rescued or to rescue someone else when in need 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies the risks in their environment and beyond b. knows the danger of some games at school c. knows the consequences of their actions d. retains some rules to apply in situations of danger e. knows the common signs of different dangers f. knows the rights of a child g. applies safety rules when crossing the river or main road h. protects their environment when doing different activities i. knows how to walk alone on a sidewalk 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies a danger to themselves and others b. is alert to be rescued or to rescue a person when sick or injured c. discusses ways to give first aid d. knows the dangers of certain classroom materials and some games at school e. understands the consequences of their actions f. remembers a few rules to apply in situations of danger g. identifies dangers in the environment h. identifies dangerous objects i. identifies risks from various situations

LIVING TOGETHER

Civics and Community Relationships (A)

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	LTR.B1.V1.A Recognise and talk about their roles in their family life	LTR.1.V1.A Identify the roles and responsibilities they have in their family and community	LTR.2.V1 Carry out responsibilities effectively on behalf of a class	LTR.3. E/F1.A Display socially responsible behaviour with peers
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. follows and talks about daily routine in the kindergarten and at home b. identifies how they help at home c. identifies some roles and responsibilities of their parents d. talks about the role of children in family life e. develops friendships and makes relationships with other children f. identifies how to solve problems in their play with other children g. often shares and takes turns 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies their role towards younger children b. takes care of personal belongings c. identifies responsibilities among family members and friends d. describes their rights as a child e. demonstrates different ways they help each other in the family, school and community f. identifies their duties as a child citizen g. plays their role as a child citizen by undertaking responsibilities within the class 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. demonstrates acceptance of class rules b. takes the initiative to help other children in class or school c. accepts different roles in class d. performs given responsibilities willingly e. shares roles with others f. helps to keep class environment clean and tidy g. works well in small and large groups h. participates in school and community activities i. identifies their role and responsibilities in an essential activity 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. takes part in developing rules for the class and school b. discusses common rules of behaviour in the community c. talks about issues which arise in class and school and how to solve them d. solves problems in a peaceful way e. identifies their roles and rights in class, school and community f. recognises the role of authority figures in school and community g. identifies the roles and responsibilities of members of their community

Civics and Community Relationships (B)

Year Level	Beginning Year 1	Year 1	Year2	Year 3
Sub-strand Outcomes	LTC.B1.V1.B Recognise who is in their immediate family and identify where they are from	LTC.1.V1.B Identify their relationships with family and community members	LTC.2.V1.B Define how some community members contribute to school and community life	LTC.3.E/F1.B Demonstrate skills and attitudes which enable them to be a responsible member of the community
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. shows a caring attitude to their siblings b. demonstrates love and unity by doing things together with their family c. talks about how to help others d. shows respect for others, for property and places e. illustrates family lines by telling custom stories f. identifies the difference between nuclear and extended family g. shows willingness to help others h. observes and gives their own opinion about things and happenings 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. relates to members of their family b. recognises the status of the members of the family according to their position within the family structure and addresses them appropriately c. identifies familiar celebrations and major life events d. recognizes ways to develop relationships with others e. expresses respect for others. f. explores ways to welcome and farewell people g. uses rules of politeness and appropriate classroom behaviour 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. talks about members of the community b. identifies community members such as chief, pastor, teacher, police, and recognises their roles and responsibilities c. constructs new relationships with peers and community d. demonstrates healthy relationships with family and community e. describes and explains the importance of healthy relationships in the classroom f. describes the relationships that exist between family, school, community 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. works in harmony with the rest of the family and members of the community b. identifies and discusses the role of each member of the family in family matters c. identifies and discusses any conflicts that may disrupt the harmony of family and community life d. discusses ways of maintaining good relationships with family members and others in the community e. discusses and participates in family and community activities

Caring for our Environment

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	LTC.B1.V1 Talk about some features of their local environment	LTC.1.V1 Take action to protect the local environment in which they live	LTC.2.V1 Protect and develop the local environment in which they live	LTC.3.F/A1 Develop skills to sustain the local environment in which they live
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. distinguishes between a clean environment and an environment that needs cleaning up b. identifies natural features of the environment such as trees, rivers and the sea c. explores the home environments of animals such as cattle, pigs, dogs, cats, birds, sea creatures and insects 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. makes their local environment cleaner and safer than it was before b. talks about what a safe and healthy environment looks like c. identifies the impact of dangerous objects such as plastic bags and cans d. improves the local environment by informing others on what needs to change 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. exercises responsible behaviour in protecting animals, insects and plants b. shows a responsible attitude towards marine resources c. suggests solutions to a local environmental problem 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies things that pollute the environment b. identifies simple steps to protect their immediate environment c. utilizes their skills in caring for their environment d. distinguishes between artificial and organic waste e. identifies the consequences of using some pollutants

Spiritual and Character Development

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub strand Outcomes	LTS.B1.V1 Explore the values and beliefs of the community in which they live	LTS.1.V1 Recognise some common religious and custom beliefs and values in their community	LTS.2.V1 Identify and discuss important cultural and religious events in their community	LTS.3.E/F1 Discuss how values and beliefs influence people and the way they live
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. takes part in the celebration of special events in their religion b. talks about a variety of religious stories c. joins in saying, grace and singing songs d. talks about how special religious events are celebrated e. shows obedience by following rules and the instructions of adults f. shows love and unity by doing things together g. shows honesty by admitting when they do something wrong h. demonstrates respect for community custom 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. participates in devotions, songs and grace b. respects the beliefs of other denominations and religions c. applies the simple values of a few virtues d. knows some religious stories e. explains some of the values f. demonstrates the love for others and in return accepts the love of others g. demonstrates tolerance for the religious beliefs of others h. demonstrates respect for others 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies the daily, weekly, annual or occasional religious celebrations and discusses their importance b. demonstrates respect for their beliefs and those of others c. recognizes the different languages and the cultures connected with them d. builds their personality in a community e. discovers their cultural environment f. masters violence, rejects violence g. develops a responsible attitude h. names the rituals of birth 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. discusses and distinguishes right from wrong b. demonstrates love towards family and others c. shows trust in others and allows others to trust them d. respects the right of others to express opinions e. shares what they have with others f. shows obedience towards teachers and others g. recognizes and talks about some virtues h. recognizes and respects beliefs and traditional spiritual practices other than their own

WAYS OF LIVING

Our Cultural Heritage and Identity

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	WLC.B1.V1 Recall a variety of custom activities common in their family	WLC.1.V1 Identify and demonstrate knowledge and skills of custom activities in their family	WLC.2.V1 Apply appropriate skills in some cultural activities in the community	WLC.3.E/F1 Demonstrate an understanding of skills in a variety of cultural activities and explore those from other villages or islands
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. produces sounds using traditional instruments and moves with the sound b. listens to custom stories c. Listens and acts out traditional stories d. tells traditional stories e. names some traditional dishes f. participates in local food preparation g. participates in cultural ceremonies h. recognizes and discusses the various ceremonies in the community i. expresses respect for others and their cultures 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies what they do after waking up in the morning, before going to school, after school and before going to bed b. describes some activities in the community on Sunday/Sabbath c. explores the dishes served daily in their family and those at feasts d. describes how to serve or welcome a stranger in their family e. identifies what they do before and after a meal 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. cooperates and avoids conflict individually or collectively b. constructs an action project c. performs all actions required during a cultural event d. knows their different cultural development stages e. expresses feelings and emotions through signals and movement f. identifies the activities performed during birth, marriage, death 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. identifies and uses the cultural calendar of their community b. discusses and participates in several cultural events in the community and beyond c. tells how cultural activities take place such as the first haircut, circumcision, death if appropriate d. values and uses cultural activities of other countries in the region e. discusses the reasons why certain activities are not allowed in public

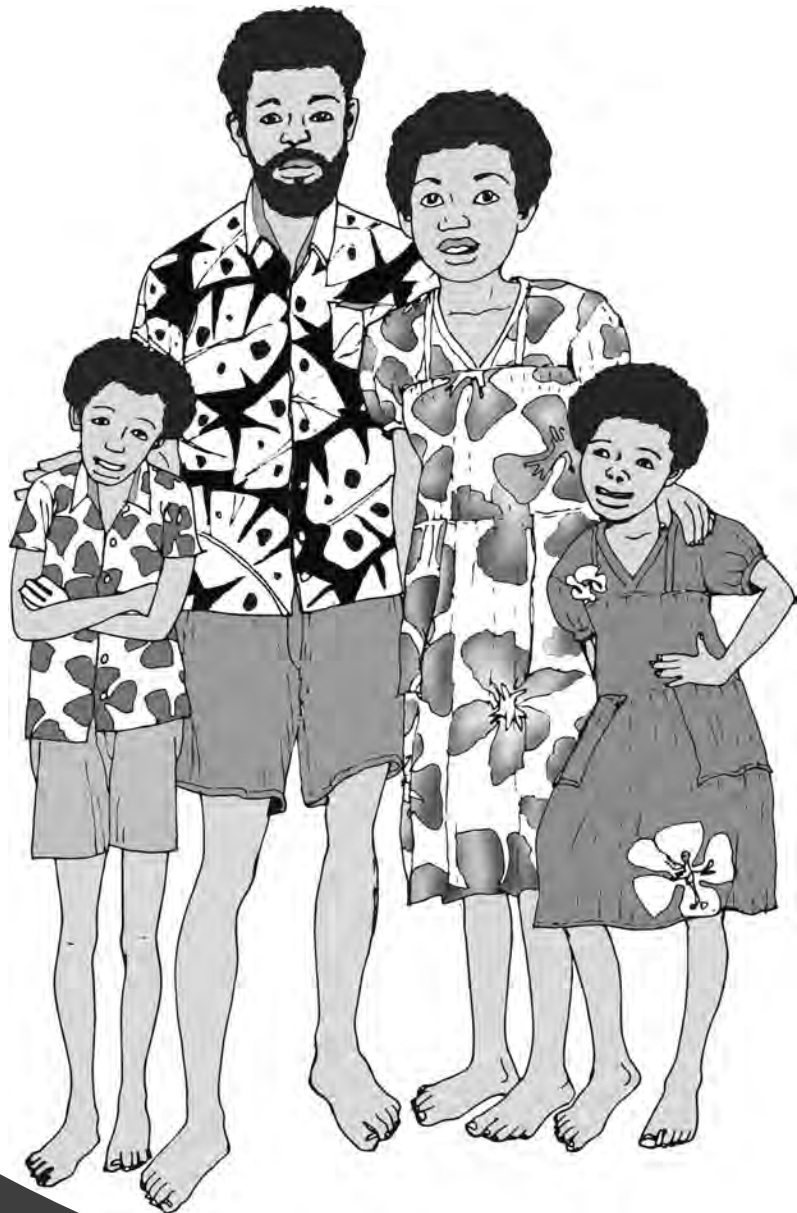
Visual Arts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	WLV.B1.V1 Use their senses to explore a variety of art materials and processes	WLV.1.V1 Apply their natural creativity ability and display simple techniques and processes	WLV.2.V1 Use knowledge and skills to relate ideas and feelings through art	WLV.3.E/F1 Demonstrate skills and techniques to create art using their imagination and their growing appreciation of art
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. adapts their actions to material limitations b. respects the work of others c. works in teams d. uses drawing as a means of expression and representation e. use tools according to specific instructions in the arts and in different techniques of painting f. uses a tool for painting, through different activities g. makes bubbles 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. explores his natural abilities to create art b. adapts his actions to the physical limits imposed by tools and materials c. uses drawing as a means of expression and representation d. exercises choice from among processes and materials e. identifies key properties of modelling materials f. recognizes and identifies some simple cultural features in works of art g. chooses tools and materials adapted to a specific situation h. uses rule of thumb to operate simple devices 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. demonstrates their creativity and imagination in the visual arts b. observes art in their environment c. uses drawing for various functions d. experiments with materials, tools, observes and appreciates their products e. uses all or a part of their findings in creating a new work of art f. describes and compares images using appropriate vocabulary g. adapts their art to the limited materials available 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. uses drawing in its various functions by using a variety of techniques b. creates a work of art in two or three dimensions, individually or collectively, following specific instructions c. selects, manipulates and combines materials, efforts, tools d. uses techniques of other visual arts disciplines to create a work of art e. uses local materials to make musical instruments for accompanying different dances

Performing Arts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	WLP.B1.V1 Participate in and express enjoyment of dance, drama and music	WLP.1.V1 Display their creative ability and skills in dance, drama and music	WLP.2.V1 Create and perform actions to express themselves through dance, drama and music	WLP.3.E/F1 Develop skills to appreciate and participate in dance, drama and music with pleasure
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. performs steps and simple figures upon request b. moves according to the sound of the music c. identifies the structure of movement according to different beats or rhythm d. identifies, develops and reproduces various beats and rhythms e. accepts another as a partner f. memorises a repertoire of rhymes, songs and finger play g. sings alone or with others h. listens to others i. identifies and reproduces a simple rhythm 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. listens to various songs from Vanuatu and those of other places b. identifies dances and songs of the country and those of others c. participates in rhythmic games d. sings to the beat of the music e. participates in dramatic play f. moves following specific instructions g. listens to different kinds of music and a variety of different songs h. memorises simple poems i. speaks in a dialogue j. makes up role plays of aspects of everyday life 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. expresses themselves through song, poetry b. expresses themselves freely following a simple rhythm, musical or not, with or without musical instruments c. invents an action project, with movement to a beat or actions to a song d. cooperates, adopts an attitude of listening, support, tolerance and respect when acting together e. performs actions adapted to the role of a play or dance appropriately f. identifies a sequence in a play, song or dance to perform well 	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> a. listens to traditional, regional music and other b. plays local instruments to perform both local music and that for other countries c. attends and participate in musical evenings d. participates in musical evenings e. develops their cultural skills in music f. demonstrates control over both their voice and their posture when singing g. plays their role in a collective work h. memorizes nursery rhymes and songs learned in class

Learning Outcomes and Activities



HEALTHY LIVING

Healthy Individuals and Communities

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand outcomes	HLH.B1.V1 Follow simple rules of hygiene and explore how to stay healthy and safe	HLH.1.V1 Demonstrate healthy practices of hygiene, nutrition and self care	HLH.2.V1 Demonstrate knowledge of healthy living practices	HLH.3.E/F1 Demonstrate simple knowledge and basic skills to prevent illness and promote healthy living practices
Activities	Children could, for example: a. say when to wash hands and give reasons b. learn how to wash hands properly c. discuss what to do to have healthy teeth d. look at posters of hygiene rules and discuss them e. demonstrate simple rules of hygiene with the song, “this is the way we wash our hands” f. name major body parts by singing the song “heads, shoulders, knees and toes” or playing the game “Simon says”	Children could, for example: a. talk about personal hygiene and the cleanliness of the school b. discuss what can infect the whole body c. say when they should wash and give their reasons d. talk about hygienic practices suitable for different areas of the body e. learn how to wash their hands properly f. have a competition to find out who has the cleanest hands g. discuss what to do to have good teeth and what not to do	Children could, for example: a. wash, wash hands, brush teeth b. talk about the time to sleep, a healthy lifestyle, a balanced diet c. talk about the differences between clean and dirty, sick and healthy d. sort and classify foods according to criteria e. match each food to a different time of the day f. learn to tell the difference between fruit and vegetables g. talk about clean clothes	Children could, for example: a. discuss the importance of their personal hygiene and cleanliness of clothes and house b. discuss with the help of posters the sources and mode of transmission of diseases c. discuss steps to take in cases of communicable diseases d. discuss the use of vaccinations against common diseases e. discuss the need to drink plenty of water every day f. discuss the need to eat a diet of three groups at each meal g. discuss the need to take regular physical activity

Movement and Games

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	HLM.B1.V1 Use their body to move in different ways	HLM.1.V1 Participate actively in a variety of movement activities	HLM.2.V1 Demonstrate co-ordination and balance through participation in a wide variety of activities	HLM.3,E/F1 Improve their physical abilities by participating in a diverse range of games and movement
Activities	Children could, for example: a. play outside where they can move freely b. kick objects such as balls, seeds and balloons c. balance objects in both hands d. climb coconuts trunks, onto a platform, up a ladder e. push, pull, drag, roll or lift up things like wheels, hoops f. play games in which they throw and roll objects such as balls, across a space and/or to each other g. dig in a sandpit or on the beach with spades and shovels made from bamboo or plastic h. stretch slowly, circle their arms, sway, touch toes, hop, bend, jump, jog	Children could, for example: a. climb the steps of a stair or step ladder b. climb up a tree and come back down c. plunge, swim, and float d. run fast, run a long way, cross over obstacles when running e. jump up, jump away f. slide down a slide g. swing on a swing h. discuss cooperating with partners to confront adversaries together i. learn to play roles in team games: attacker, defender, and referee j. discuss the rules and play the games	Children could, for example: a. run fast to escape, not to be touched b. jump feet together, hop on each foot c. run over obstacles without stopping, without falling or reversing d. throw with one hand various light objects e. throw objects to follow different routes f. hit a ball with a racquet g. run, carry and catch objects within a given area h. catch and hand pass a ball i. move, turn around, climb while playing	Children could, for example: a. perform various games of elimination: the parakeets b. discuss what happens when performing a physical activity e.g. changing positions, reactions of the body after running or jumping c. walk, crawl, move, run, hop up and down a slope d. participate in games: handball, athletics e. play water games: immerse, move under water, float f. perform athletics activities: ▪ run fast, run a long distance ▪ jump up and down, do high jump ▪ ball throwing

Safety

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	HLS.B1.V1 Apply elementary safety rules to prevent risk of domestic accidents	HLS.1.V1 Apply elementary safety rules to prevent risk and reporting to domestic accidents	HLS.2.V1 Apply elementary safety rules to prevent risk and attend to domestic accidents	HLS.V1 Prevent, protect, inform, intervene with the victim of domestic accidents
Activities	Children could, for example: <ol style="list-style-type: none"> learn about the safe use of tools by watching others using them look right and left before crossing the road demonstrate simple rules of handling tools such as knife, pair of scissors act out keeping self and others clean and healthy in the play corner talk about illness and telling the teacher if they think another child is not well or happy sweep and tidy their classroom destroy the breeding sites of mosquitoes 	Children could, for example: <ol style="list-style-type: none"> discuss risks of roads, paths and rivers and how to avoid them learn the rules of the road using cards perform role plays to learn how to cross roads, and rivers or sea in a canoe handle, sort, grade according to their function: prohibition, requirement, risk, information perform role plays to give a warning recognise stinging plants such as nanggalat and distinguish them from other plants; know how to avoid being stung by them discuss dangerous objects and games at school 	Children could, for example: <ol style="list-style-type: none"> discuss risks in a familiar environment talk about dangerous games at school identify danger to themselves and others learn to act safely discuss the consequences of their actions in case of danger talk about rules to be applied e.g. call an adult, a known telephone number learn to move alone, or in groups safely learn to use visual and audio information talk about risks that could happen in their village, their district 	Children could, for example: <ol style="list-style-type: none"> sort the class materials into those that are dangerous and those that are not learn and remember relatives' numbers and the emergency numbers: ambulance, fire fighter learn to write messages in SMS learn and remember first aid skills discuss risks of different situations: roads, streets, trails, beach, sea, rivers, sexual abuse learn to cross the road, rivers talk about what to do before, during and after a natural hazard

LIVING TOGETHER

Civics and Community Relationships (A)

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub- strand Outcomes	LTR.B1.V1.A Recognise and talk about their roles in their family life	LTR.1.V1.A Identify the roles and responsibilities they have in their family and community	LTR.2.E/F1.A Carry out responsibilities effectively on behalf of a class	LTR.2.V1.A Display socially responsible behaviour with peers
Activities	Children could, for example: a. talk about the daily routines they follow at home and at school using songs, and play: “early to bed and early to rise”, “Brother Joseph” etc. b. draw themselves doing something they like doing at home and explain it c. practise putting belongings in the correct places e.g. school bags, lunch box, shoes, etc. d. perform role plays and ask the class to guess which responsibilities they are demonstrating e. match correct pictures of responsibilities to each member of their family f. discuss ways of keeping everyone happy in class	Children could, for example: a. learn the rules of the class b. discuss the role of chief, pastor and other community officials c. discuss their help with younger children d. develop class projects adapted to their needs: the choir e. discuss how to manage conflicts between younger children f. discuss respect for each other g. participate in elaborating of class rules h. discuss responsibilities and autonomy in simple activities i. list their rights as a child and as a student by illustrating	Children could, for example: a. learn to cooperate by participating in games and dancing in a circle b. take part in elaborating school rules and life in the class c. be responsible and independent in simple activities (distribution, storage of materials) d. talk about their responsibilities at home, in class e. learn the national anthem f. talk about what they do every day g. talk about what they like and dislike h. discuss the roles of people in the village (head, dad, mom)	Children could, for example: a. discuss the need for the class and school to be settled and secure b. talk about what they can do/cannot do/must do. Discuss ways to present school rules and write them. c. perform different activities concerning child rights and duties (crossword, riddles, word caches, secret code) d. talk about what could be happen if they do not follow the rules e. use polite forms of formal address f. sing the national anthem, draw the flag of the country, and discuss the significance of its colours

Civics and Community Relationships (B)

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	LTC.B1.V1.B Recognise who is in their immediate family and identify where they are from	LTC.1.V1.B Identify their relationships with family and community members	LTC.2.V1.B Define how some community members contribute to school and community life	LTC.3.E/F1.B Demonstrate skills and attitudes which enable them to be a responsible member of the community
Activities	Children could, for example: <ol style="list-style-type: none"> discuss their experiences in taking care of their siblings clean around the church yard visit older members of the community and help with daily tasks e.g. sweeping, weeding listen to parents explain how family members help each other to meet the needs of each discuss different events using posters e.g. sports day, musical or cultural evening draw something they enjoy with their families talk about how to help each family to garden 	Children could, for example: <ol style="list-style-type: none"> draw the members of their own family use role play with puppets to introduce the members of their extended family learn to listen to others and respect the speaker take turns using the puppets as role play to learn good habits of acting and speaking take part in role play to learn some social uses of politeness relate a family celebration with illustrations present their rights to be a child and a student with illustrations 	Children could, for example: <ol style="list-style-type: none"> learn the rules of politeness and classroom behaviour talk about media talk about their rights, their friends and their favourite animals discuss what they do on Sunday/Sabbath in the village talk about their immediate family and its affiliated group draw their family learn to be supportive and cooperative talk about their birthday and their classmates learn how to help a new child at school or at home discuss different feelings and facial expressions 	Children could, for example: <ol style="list-style-type: none"> discuss their relationships with their family and their community members discuss the exchange of objects between family members at a customary event learn to cooperate e.g. by saying nursery rhymes, listening, telling or reading stories, watching puppets, singing discuss rules that indicate their rights and duties e.g. taking turns to talk, sharing things following ranks in the community explain how to help those in need within the community: the elderly, disabled people

Caring for our Environment

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	LTC.B1.V1 Talk about some features of their local environment	LTC.1.V1 Take action to protect the local environment in which they live	LTC.2.V1 Protect and develop the local environment in which they live	LTC.3.F/A1 Develop skills to sustain the local environment in which they live
Activities	Children could, for example: <ol style="list-style-type: none"> go for walks in the local environment to see and hear about natural features look for and observe animals, birds, sea creatures and insects in different locations talk about what happens to creatures when they lose their homes discuss posters about caring for the environment watch a play or DVD about the environment listen to members of the community telling stories about caring for the environment talk about how they care for their pets and plants 	Children could, for example: <ol style="list-style-type: none"> help to keep the school yard and classroom clean by picking up rubbish regularly go for a walk around the school grounds and observe how the plants and soil depend on their care in an ecosystem observe and make a list of the contents of a rubbish bin separate artificial waste from organic waste classify artificial waste into six different categories, cards, glass, plastic, paper, cloth, and metal identify different kinds of waste by grouping those that can be used for compost and those that can be recycled 	Children could, for example: <ol style="list-style-type: none"> look after their play area by keeping it safe, clean and tidy sow vegetables seeds, and plant the seedlings in a garden recycle artificial objects to construct sculptures, musical instruments and mobiles participate in an environment day artistic competition as part of a national campaign discuss why it is important to turn off lights when not needed, collect just enough shell fish, not to waste water, serve just enough food on their plates, harvest just the ripe fruits make an informative poster on caring for the environment 	Children could, for example: <ol style="list-style-type: none"> gather information on the protection of the natural environment from posters, radio, internet, television, elders discuss why it is important to turn off lights when not needed, collect just enough shell fish, not to waste water, serve just enough food on their plates, harvest just the ripe fruits participate in campaign activities organized by the school, community or other organization against pollution use composts to enrich the soil in the in the school garden and the flower beds

Spiritual and Character Development

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	LTS.B1.V1 Explore the values and beliefs of the community in which they live	LTS.1.V1 Recognise some common religious and custom beliefs and values in their community	LTS.2.V1 Identify and discuss important cultural and religious events in their community	LTS.3.E/F1 Discuss how values and beliefs influence people and the way they live
Activities	Children could, for example: a. dramatize religious events, e.g. Easter, Christmas b. take turns to lead devotion, sing a song c. collect of wood for someone who is sick d. listen attentively to religious talk about special events and how they are celebrated e. listen to a variety of stories about religious beliefs f. help carry firewood for a feast g. attend various ceremonies e.g. reconciliation, baptism, communion, presentation of children in church h. draw or dramatize a bible passage i. play with peers	Children could, for example: a. say a prayer with class gathered in an assembly b. sing hymns and simple secular songs c. tell Bible stories heard or seen d. perform role plays to learn to practise some common virtues and simple values e. learn to accept, listen to another person, help those in need f. talk about taboo areas in connection with the spiritual beliefs of the community g. discuss the effects of prayer and the role of traditional healers on religious and spiritual people h. talk about the role of plants in the customary beliefs of the community	Children could, for example: a. mention the dates of family and schools events e.g. school year, school party b. discuss the religious calendar c. learn to respect the Bible d. learn to respect values e. talk about people at school, resource people, members of the community f. learn to listen to the views of others and develop their personality g. talk about different ways of praying h. discuss about the many different languages and cultures of Vanuatu i. learn to find their place in the community	Children could, for example: a. discuss spiritual practices carried out according to traditional beliefs of the importance of harvesting crops b. talk about respect for beneficial effects of plants on the environment c. discuss beneficial powers of traditional sacred objects d. discuss messages given through nature e.g. the kingfisher, the cicada e. talk about what happens to the soul after death according to the beliefs of the tribe f. talk about bad things that can harm the life of the community

WAYS OF LIVING

Our Cultural Heritage and Identity

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	WLC.B1.V1 Recall a variety of custom activities common in their family	WLC.1.V1 Identify and demonstrate knowledge and skills of custom activities in their community	WLC.2.V1 Apply appropriate skills in some cultural activities in the community	WLC.3.E/F1 Demonstrate an understanding of skills in a variety of cultural activities and explore those from other villages or islands
Activities	Children could, for example: a. look at various custom ceremonies in the community b. manipulate instruments: drums, shakers, bamboo c. observe custom dances, imitate the dancers d. tell custom stories e. visit communities to participate in various cultural ceremonies f. sing songs and dance traditional dances g. prepare and taste traditional dishes	Children could, for example: a. draw what they usually do before and after school b. show in a drawing what their family does every Sunday c. talk about ingredients, prepare and cook a traditional simple dish d. tell what happens in welcoming a stranger in their family e. discuss what to do to get a good yam harvest f. paste image of activities in the box corresponding to the day g. describe what they do every day at school before the bell rings	Children could, for example: a. talk about their day in the village b. talk about prohibited places c. participate in dances and traditional ceremonies d. talk about different traditional dishes and traditional clothes e. listen to and respect adults f. learn traditional songs g. learn how to welcome a stranger or an important person at home h. talk about familiar practices for naming relatives i. talk about custom exchanges	Children could, for example: a. draw a simple family tree b. learn to call family members by their custom reference name c. talk about approaches to be taken when visiting or receiving visitors at home d. talk about the daily routine of the villagers e. participate in traditional ceremonies and discuss them with others f. talk about make traditional dishes of ordinary days and special occasions g. talk about places where the telling of stories, legends, and traditional ceremonies take place

Visual Arts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	WLV.B1.V1 Use their senses to explore a variety of art materials and processes	WLV.1.V1 Apply their natural creativity ability and display simple techniques and processes	WLV.2.V1 Use knowledge and skills to relate ideas and feelings through art	WLV.3.E/F1 Demonstrate skills and techniques to create art using their imagination and their growing appreciation
Activities	Children could, for example: a. mix natural dyes for painting b. use the sap of trees and plants to create shapes on card c. create shapes with play dough d. cut out shapes from natural or recycled materials e. cut out pictures from magazines and paste them onto card f. tear newspaper into pieces and stick them to form the shape of various animals g. admire and respect the work of their friends h. draw shapes with the right materials: pencils, sand i. paste seeds, leaves, sticks, matches on card	Children could, for example: a. learn how to mix paints to get other colours b. learn how to draw domestic pets c. illustrate poems for mother's and father's day d. make coconut leaf toys e.g. windmill, ball, watch, armlet, whistle e. cut and paste paper of various colours to decorate masks f. paint sunset with sea, sun g. make prints using leaves, hands, objects cut from other material h. make necklaces using beads or shells	Children could, for example: a. reproduce a drawing b. reconstitute images c. decorate the classroom or their home for an event d. colour objects neatly following instructions e. produce pictures using paint, crayons f. draw what they see through the window g. photograph interesting things in their environment h. make tracings on tracing paper i. put together elements from different art forms in drawing, collage, painting	Children could, for example: a. make local music instruments for dances b. mix different colours to make other colours c. make sand drawings at the museum, in the sand corner in the classroom or on the beach d. discover natural products to make paints e. talk about instructions for photography and how to photograph a scene of school life f. make puppets with local materials

Performing Arts

Year Level	Beginning Year 1	Year 1	Year 2	Year 3
Sub-strand Outcomes	WLP.B1.V1 Participate in and express enjoyment of dance, drama and music	WLP.1.V1 Display their creative ability and skills in dance, drama and music	WLP.2.V1 Create and perform actions to express themselves through dance, drama and music	WLP.3.E/F1 Develop skills to appreciate and participate in dance, drama and music with pleasure
Activities	Children could, for example: a. learn some short songs b. learn custom dances c. follow the rhythm of tamtam, drums, bamboo d. act out songs e. dance to the beat of a variety of musical instruments produced by the teacher f. listen to a various kinds of music and invent dance steps g. learn and sing the national anthem h. put on a play, sing and dance for their parents i. dance in couples to a beat j. learn to sing in class k. distinguish the sounds of different musical instruments	Children could, for example: a. listen to various songs from Vanuatu and others countries and sing them quietly b. practise singing in tune c. accompany songs with coconuts shells, bells and Christmas tree seed shakers d. join in different dancing groups e. dance with a group of dancers in harmony with the rhythm of the music f. learn to practise various dances g. learn to repeat a tune they have heard h. play songs and dance custom dances i. learn to sing and dance at cultural nights organized by their school	Children could, for example: a. compose a dance to a lyric b. produce simple rhythms and dance sequences c. make up miming games, dance movements d. play the role of a character e. beat a rhythm and move to the beat f. play by imitating an instrumental gesture (I'm an artist) g. use their body to express dance movement h. make up songs and play with their voice, with sounds, rhythms i. Practise producing sounds by e.g. jumping, slapping themselves	Children could, for example: a. discuss a class project for music for the year b. play listening games to identify local musical instruments and those from other countries and sort them into families ▪ strings ▪ wind instruments ▪ percussion c. learn to tune a ukulele using keys d. accompany a song with a musical instrument e. discuss how to form a string band group for the class f. develop instruments for particular music

Glossary and References



GLOSSARY

aesthetic	to do with the appreciation of beauty
art	creation of beautiful things e.g. in painting, music, or writing
artefact	something that has been made by someone, for example, in local culture, a carving or a mat
arts	a general term referring to all forms of art
beliefs	something that somebody believes in: a statement, principle, or doctrine that a person or group accepts as true
civic	of a citizen; civic relationships refers to the relationship of people as citizens or members of a community as distinct from family relationships
civics	the study of the rights and duties of citizens
citizen	a native or inhabitant of a country, having the rights and responsibilities belonging to that country
collective	belonging to everyone; for example the collective rules of the classroom are rules to be followed by all the members of the class
community	a group of people living together in the same area
collaborate	work together
concepts	broad abstract ideas or guiding general principles
coordination	parts of the body working together e.g. hand/eye coordination
cultural diversity	the cultural variety and cultural differences that exist in the world, a country or a society.
culture	(a) arts, such as performing and visual arts, considered as a group together; (b) the customs, beliefs and way of life of a society
domestic	connected with the home; domestic accidents are those that happen in the home
harmony	agreement, friendship e.g. living in harmony means living peacefully together
hazard	a natural hazard is the name given to natural phenomena such as earthquakes and cyclones which can be a source of danger. They are not known as disasters, unless people have not succeeded in dealing with their effects.
heritage	something that passes from one generation to the next in a social group e.g. a way of life or traditional culture
identity	the distinct personality of an individual
moral	relating to issues of right and wrong and to how individual people should behave

nationality	the nation someone belongs to
religion	service and worship of God or the supernatural
social	relating to interaction of people: relating to the way in which people in groups behave and interact
society	a structured community of people bound together by similar traditions or nationality
skill	the ability to do something well
spiritual	religious
values	important and enduring beliefs or ideals shared by the members of a culture about what is good or desirable and what is not

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