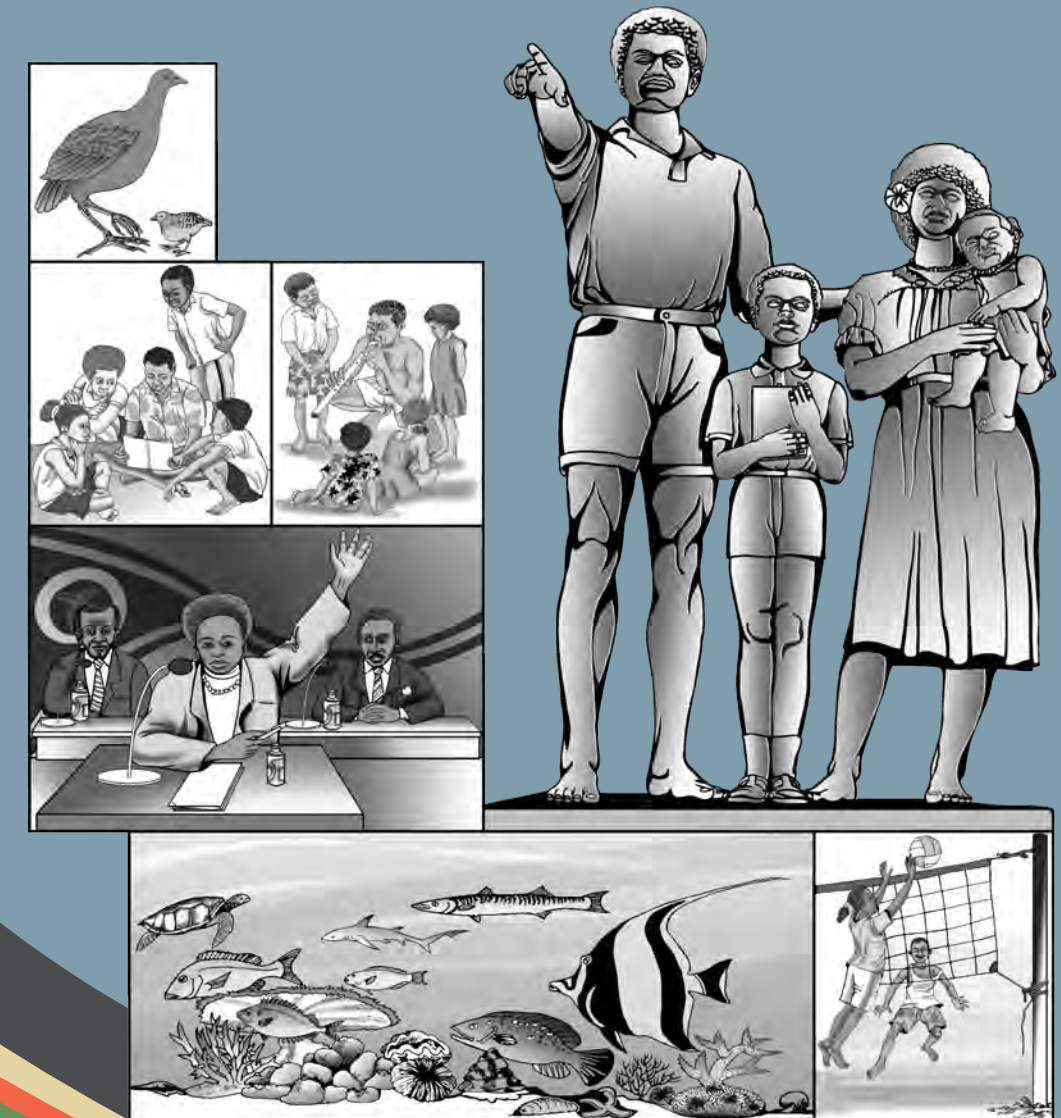
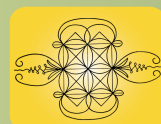


Vanuatu  
**NATIONAL SYLLABUSES**  
PRIMARY YEARS **4 - 6**



VANUATU **NATIONAL SYLLABUS** PRIMARY YEARS **4 - 6**



Curriculum Development Unit  
Port Vila, VANUATU

080 PRI  
CDU Y4-6  
2013 ENG



Curriculum Development Unit  
Port Vila, VANUATU

Ministry of Education  
Republic of Vanuatu  
2013



# **VANUATU NATIONAL SYLLABUSES**

**Primary Years 4 - 6**

**Ministry of Education  
Republic of Vanuatu  
2013**

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# Acknowledgements

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These Years 4 to 6 Primary Syllabuses were written, edited, designed and formatted by Ni-Vanuatu officers of the Curriculum Development Unit of the Ministry of Education, with the support of technical advisers and a team of locally contracted writers with many years' teaching experience in Vanuatu at this level of schooling. The syllabuses were guided by the *Vanuatu National Curriculum Statement* (2010), which provides the framework for all curriculums developed, published and implemented in Vanuatu Government schools. The following team of curriculum officers and writers contracted with the support of the development partners of Vanuatu Education Road Map (VERM); Australian Agency for International Development (AUSAID), New Zealand Ministry of Foreign Affairs and Trade NZ Aid Programme (NZ AID) and United Nations Children's Fund (UNICEF) developed these syllabuses at the Vanuatu Curriculum Development Unit (CDU).

Mr Charley Robert, Principal Education Officer, Curriculum and Assessment

Mrs Leisel Masingiow, Senior Education Officer, Curriculum

Mr Simon David George, Primary Curriculum Coordinator, CDU

Mrs Dolores Tavoue Maltaus, Primary Curriculum Coordinator, CDU

Mrs Celine Barthelemy, Former VITE Lecturer

Mrs Marie Chanel Manwo, Former VITE Lecturer

Mrs Eileen Gele Kanas, Former Primary School Teacher

Mrs Helene Maleb, Former Primary School Headmistress

Mr Charlie Morrison, Former Primary School Headmaster

Mr Edwin Tonny, Former Primary School Headmaster

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The syllabuses are supported by materials developed locally as well as commercial materials that were reviewed and purchased for schools. These syllabuses and materials were reviewed and validated by a selection of teachers from urban, rural and remote locations. Feedback from teachers at these schools was used to make improvements.

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Mrs Alvine Tari

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Mrs Emma Leye  
Mr Howard Mala  
Mrs Leisau Taravaki  
Mrs Effrel Morris

## Foreword - Minister of Education

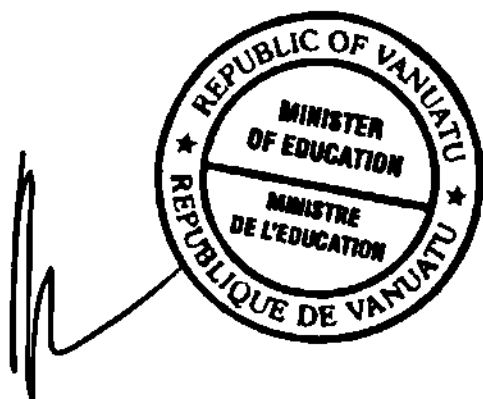
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The Government of Vanuatu supports the reform of the curriculum at all levels of schooling. Parliament has provided bipartisan support for these historic developments. The Vanuatu National Curriculum Statement provides a national unified approach to 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. This set of syllabuses for Years 4 to 6 provides details of what students should learn in six subjects. Each syllabus describes what all students should learn from Year 4 to Year 6. These syllabuses connect with the syllabuses developed for children in Years 1 to 3. All students will have the opportunity to study these subjects using either French or English, the official languages of instruction.

As resources become available, all children will also begin to learn English or French from Year 4.

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.



**Honourable Bob Loughman**  
Minister of Education

# **Message from the Director General of Education**

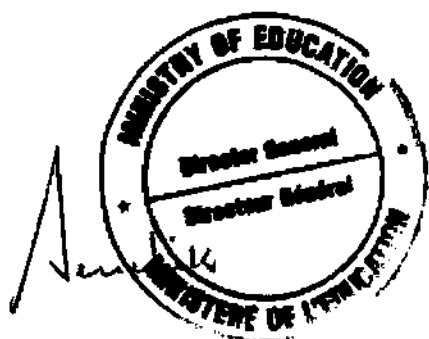
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These national subject syllabuses will be used by teachers to teach from Year 4 to Year 6 throughout Vanuatu. These syllabuses build upon concepts, skills and attitudes from the Year 1 to Year 3 National Primary Syllabuses and provide links to concepts, skills and attitudes in Year 7. These syllabuses detail what students at Year 4 to Year 6 will need to achieve.

It is widely accepted that to read and write and communicate well is essential in the 21<sup>st</sup> Century. Our oral traditions remain strong and most Ni-Vanuatu communicate well when speaking, many using three, four or more languages. However, too 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 also describe what students need to do, know and understand in six 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 4 to Year 6.



**Jesse Dick Joe**  
Director General of Education

# Acronyms

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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 4-6 Primary Syllabuses

This document includes the set of six syllabuses for the following subjects at Years 4 to 6:

- Language and Communication
- Mathematics
- Science
- Social Science
- Health and Physical Education
- Arts and Crafts

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 and 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.

### **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 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"> <li>▪ informal observation during class</li> <li>▪ systematic observation during class</li> <li>▪ checklists and notes</li> <li>▪ observing and monitoring work in progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ informal conversations</li> <li>▪ interviews</li> <li>▪ questioning on own or in groups</li> <li>▪ asking open-ended questions</li> <li>▪ listening to children's explanations</li> </ul>	<ul style="list-style-type: none"> <li>▪ reflecting on own learning</li> <li>▪ answering questions</li> <li>▪ explaining</li> <li>▪ asking questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ giving feedback to peers using agreed criteria</li> <li>▪ discussing and evaluating group work</li> </ul>

### 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 unless there is a need to select students.

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.

# **L**anguage and Communication





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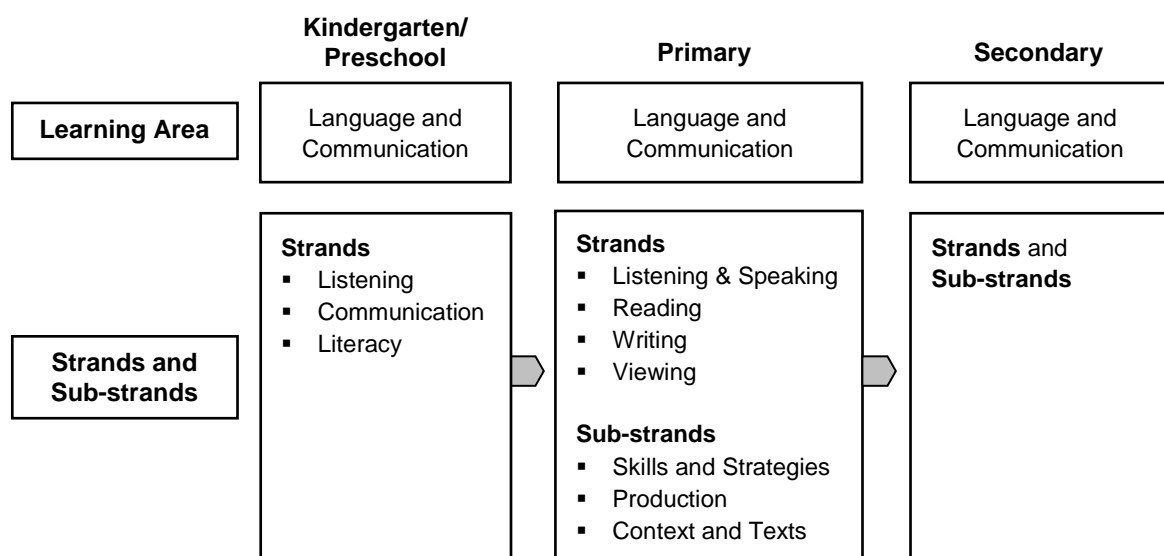
## Section 1

# INTRODUCTION

This syllabus identifies the knowledge, skills, attitudes and values that children should achieve for Years 4 to 6 in Language. It describes the content for Language and Communication at this level. Teachers of Years 4 to 6 will use this syllabus to develop Language teaching and learning programs for children at this level. The content is expressed as learning outcomes and indicators.

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

**Key-links between Preschool, Primary and Secondary and Learning Areas, Subjects, Strands and Sub-Strands**



Increasing numbers of children entering Year 4 will have been learning in their vernacular in Years 1 and 2. They will begin to learn spoken English half way through Year 2 and to learn to read, write and view using English in Year 3. Research shows that children beginning their schooling in their vernacular proceed with increased understanding and ability in the new language. This approach will require teachers of Year 4 to explicitly teach 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 English by:

- applying their knowledge of their own vernacular to help understand and learn the language structures and features of English
- developing a broad repertoire of vocabulary
- learning correct grammar and sentence structures
- applying their knowledge and skills of language to a range of text types
- further developing comprehension and composition skills
- applying their language knowledge and skills in other subjects across the curriculum

Children need many opportunities to practise English, make mistakes and learn from them as they grow in competence and confidence in the new language.

In Language and Communication teachers should use a range of methodology including:

- approaches which reinforce learning of letter sound relationships and grammar
- the whole language approach which immerses children in literature and uses the writing process
- the genre approach where teachers explicitly teach the text structures and language features of different text types.

## **Rationale**

Language and communication is at the heart of the human experience. Children in Vanuatu need to be able to use language well in order to communicate and interact with others in their communities. In their early learning, children began to speak, read, and write in their vernacular, which may be the traditional local language or for some children Bislama, English or French, which they may use as their first language. The Ministry of Education endorses the use of the vernacular as the language of instruction in Years 1 and 2 to support the survival of local languages, and the conservation of the traditional cultures and history of Vanuatu for future generations. Students also need to be fluent in their vernacular in order to appreciate and understand their local values, morals and traditions to enable them to interact within their local communities.

It is essential that children develop proficiency in language to participate fully in their society. The development of language also supports children's intellectual, social and emotional development. Children need to acquire language skills and confidence in order to progress in other learning areas and to continue their schooling at secondary level and beyond. In Year 2 children begin to learn to speak and listen in English and then in Year 3 they begin to learn to read, write and view in English. In Years 4 to 6, children will deepen their knowledge, skills and attitudes in the English language.

Our communities share the wider educational view that the learning of English or French is important as these are our official languages in Vanuatu, while the Constitution states that Bislama is the national language. The learning of at least one of the official languages:

- helps us to maintain the recent history of Vanuatu
- gives opportunities for our children to achieve in international contexts, which is also of benefit to the country
- enables our children to become educated to international standards
- supports the maintenance of Vanuatu's cultural diversity and rich cultures

By the end of Year 6, children should be developing fluency in English or French. Vanuatu citizens must be able to operate in the global world.

This curriculum for Years 4 to 6 aims to develop language knowledge and 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 to share their knowledge and skills with others.

## Aims

The aims of Language and Communication from Year 4 to 6 are as follows.

Children:

- understand and apply appropriately the basic rules of language in English
- pronounce, understand, spell and use appropriately a vocabulary of at least one thousand five hundred high frequency words
- listen attentively to others and speak in a range of formal and informal situations
- obtain and give information in spoken and written forms
- express clearly their feelings, needs and opinions in speech and in writing
- obtain and use information critically in order to solve problems
- write logically ordered and grammatically correct sentences and paragraphs in order to create imaginative, descriptive, narrative, procedural and expository texts and information reports (at least 150 words in length by the end of Year 6)
- produce a range of short spoken and written texts including debates and poems
- comprehend and summarise short spoken and written texts and make notes
- 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 what most students are expected to achieve in language learning by the end of Year 10. The Language and Communication learning area outcome appears below.

*Students 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 Texts

## 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 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	<ul style="list-style-type: none"><li>▪ Skills and Strategies</li><li>▪ Production</li><li>▪ Context and Texts</li></ul>	<ul style="list-style-type: none"><li>▪ Skills and Strategies</li><li>▪ Production</li><li>▪ Context and Texts</li></ul>	<ul style="list-style-type: none"><li>▪ Skills and Strategies</li><li>▪ Production</li><li>▪ Context and Texts</li></ul>	<ul style="list-style-type: none"><li>▪ Skills and Strategies</li><li>▪ Production</li><li>▪ Context and Texts</li></ul>

## **Description of strands**

The four strands of Language and Communication are described below.

### **Listening and Speaking**

The strand of Listening and Speaking describes the skills, strategies, knowledge and understandings that children require to communicate effectively in English in their community and in the wider world. It is the teacher's role to support all children to:

- learn the correct grammar and sentence structure for English
- develop the vocabulary required to function effectively in the language
- understand how to adapt language to suit a range of situations, purposes and audiences.

Children should have opportunities to practise the language and engage in a range of listening and speaking activities such as dialogues, debates, discussions, role plays, formal speeches and presentations.

In Years 4 to 6 children develop skills and strategies that enable them to speak confidently, using correct grammar and pronunciation for English. They will be able to listen attentively, recognise and understand what is being said and respond appropriately. By the end of Year 6 students should be able to communicate effectively for different purposes, audiences and situations. They will learn to use English effectively in a range of formal and informal situations at school and in the community.

### **Reading**

In Years 4 to 6 children develop the skills and strategies in English to read with fluency, accuracy, understanding and enjoyment. Successful readers learn to use a variety of strategies to decode and make meaning from texts.

In Years 4 to 6 children read and understand a range of fiction and non-fiction texts in English and are able to retell main ideas and respond to texts in a variety of ways. By the end of Year 6 children should be able to read stories, simple novels, plays and poems for pleasure and access information from dictionaries, atlases and non-fiction books by using the table of contents and index. Children should be encouraged to develop a love for reading that supports lifelong learning.

### **Writing**

In Years 4 to 6, children develop skills and strategies to write a range of text types, adapting their writing for a range of different purposes, audiences and situations. At this level of schooling children:

- demonstrate fluent, legible hand writing
- apply the conventions of writing including spelling, grammar and punctuation to produce correct sentences, paragraphs and texts
- continue to expand their vocabulary to include language from other subjects as well being able to pronounce, spell and understand at least one thousand five hundred high frequency words
- create a range of written text types including narratives, recounts, descriptions, explanations, information reports and expositions.

Children will use the stages of the writing process to produce well constructed texts. These stages include:

- planning their ideas before starting to write
- drafting the text
- proof reading and editing their first drafts
- producing and publishing neat copies of texts

### **Viewing**

The viewing strand helps children to interpret and create different visual texts that they will encounter in their community and through the media. Viewing has become part of language as technologies change and children are exposed to more visual images through TV, DVDs, the internet and advertising. Children need to learn new skills and strategies to understand and interpret these texts and be able to view them critically. Children learn about the features of a range of visual texts such as newspapers, brochures, greetings cards and comic strips. They view and interpret key messages and meaning conveyed in printed visual texts such as posters, greetings cards, picture books, newspapers, advertisements, graphs, diagrams, maps and media such as TV, DVDs and the internet. They apply their knowledge of visual texts to create their own visual texts for a range of purposes and audiences.

### **Description of Sub-strands**

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

#### **Skills and Strategies**

In this sub-strand children learn about the rules and conventions of language in English and how to apply them effectively. Teachers will need to explicitly teach the skills and strategies appropriate for each strand at this level and then give 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 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 record evidence of children's learning and use this to make judgements about their achievements of the learning outcomes.

## Assessment of Language and Communication

The table below gives examples of aspects of Language and Communication that can be assessed using the four assessment methods:

- observing
- conferencing
- analysing
- testing

Strands	Examples of what to assess using different assessment methods			
	Observe	Conference	Analyse	Test
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>▪ Oral presentations</li> <li>▪ Debates</li> <li>▪ Role plays</li> <li>▪ Story telling</li> <li>▪ Dialogues</li> </ul>		<ul style="list-style-type: none"> <li>▪ Grammar structures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pronunciation</li> <li>▪ New vocabulary</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>▪ Oral reading</li> <li>▪ Strategies used to decode unknown words</li> <li>▪ Fluency</li> <li>▪ Strategies used to access information in non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comprehension - oral questions about a text</li> <li>▪ Talk about texts and have children relate their own experiences to the text</li> <li>▪ Opinions about written texts</li> <li>▪ Interpretations of written texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written comprehension questions</li> <li>▪ Cloze activities</li> <li>▪ Responses to texts</li> <li>▪ Book reviews</li> <li>▪ Notes and research from non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letters/sound relationships</li> <li>▪ High frequency words</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>▪ Handwriting techniques and fluency</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ideas and plans for writing</li> <li>▪ Discuss written drafts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draft writing - content, ideas, text structure, punctuation, spelling and grammar</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spelling</li> <li>▪ Grammar exercises</li> </ul>
<b>Viewing</b>		<ul style="list-style-type: none"> <li>▪ Opinions about visual texts</li> <li>▪ Interpretations of visual texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visual texts produced by children</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of features of visual texts</li> </ul>

## Section: 2

# 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 what most students are expected to achieve in 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
<b>Learning Outcomes</b>	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.

Please note that indicators are examples of what students 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 students' achievements. Teachers can develop their own indicators for the learning outcomes.

### Reference System for Outcomes

Each sub strand outcome has letters and numbers which denote the strand name, the sub-strand name, the year level. The number indicates how many outcomes there are with these characteristics. For instance, in the Writing table **WSS.4.1** means Writing Strand (W), Skills and Strategies (SS), Year 4 (4) and learning outcome 1 (1). Each indicator is labelled alphabetically using a small letter. Refer to particular outcomes and indicators using this system.

<b>Strand</b>	<b>Sub-strands</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening and Speaking</b> Communicate by listening and speaking appropriately to others in a variety of situations.	Skills and Strategies	LSSS.4.1 Demonstrate listening and speaking skills and strategies to communicate for familiar purposes and situations	LSSS.5.1 Use listening and speaking skills and strategies to communicate for a variety of purposes and audiences	LSSS.6.1 Apply listening and speaking skills and strategies to communicate effectively for different purposes, situations and audiences
	Production	LSP.4.1 Listen, understand, speak and interact for a range of familiar purposes and situations	LSP.5.1 Listen, speak and interact in formal and informal situations for a variety of purposes and audiences	LSP.6.1 Listen and communicate clearly for a range of purposes, situations and audiences
	Context and Texts	LSCT.4.1 Demonstrate how spoken language changes to suit a range of familiar purposes and situations	LSCT.5.1 Compare how spoken language changes to suit a range of purposes and audiences	LSCT.6.1 Adapt spoken language to suit different purposes, situations and audiences
<b>Reading</b> Read with understanding and pleasure a variety of written texts.	Skills and Strategies	RSS.4.1 Demonstrate a range of skills and strategies to read and understand familiar English texts	RSS.5.1 Apply a wide range of skills and strategies to read and understand fiction and non-fiction texts	RSS.6.1 Select and apply suitable skills and strategies to read and understand fiction and non-fiction texts
	Production	RP.4.1 Read and understand a range of familiar texts in English	RP.5.1 Read with understanding a range of fiction and non-fiction texts	RP.6.1 Read with understanding a wide range of more complex fiction and non-fiction texts
	Context and Texts	RCT.4.1 Identify familiar text types used for different purposes	RCT.5.1 Discuss how different text types are used for different purposes and situations	RCT.6.1 Analyse how language changes in different text types to suit the purpose and audience

<b>Strand</b>	<b>Sub-strands</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Writing</b> Express their knowledge, thoughts and feelings effectively in written forms in organised ways.	Skills and Strategies	WSS.4.1 Identify and use punctuation, grammar, language rules and the writing process WSS.4.2 Apply handwriting techniques to write fluently and legibly	WSS.5.1 Demonstrate language knowledge, skills, strategies and the writing process	WSS.6.1 Apply language knowledge, skills, strategies and the writing process effectively
	Production	WP.4.1 Write sentences and paragraphs to create a range of simple texts	WP.5.1 Write a range of fiction and non-fiction texts	WP.6.1 Create a range of more complex fiction and non-fiction texts
	Context and Texts	WCT.4.1 Discuss how own texts differ according to their purpose and audience	WCT.5.1 Explain how written language changes to suit the purpose and audience	WCT.6.1 Adapt written language for a variety of purposes and audiences
<b>Viewing</b> Analyse, interpret, create and evaluate a range of visual texts for a variety of purposes, audiences and situations.	Skills and Strategies	VSS.4.1 Identify key features and techniques in simple visual texts	VSS.5.1 Demonstrate how different features and techniques are used to communicate meaning in visual texts	VSS.6.1 Adapt and use features and techniques to interpret and create meaning in a range of visual texts
	Production	VP.4.1 View, interpret and create simple visual texts	VP.5.1 View, interpret and create a range of visual texts	VP.6.1 Analyse, interpret and create a range of visual texts
	Context and Texts	VCT.4.1 Discuss the purposes and audiences for simple visual texts	VCT.5.1 Discuss and compare how a range of visual texts is used for different purposes and audiences	VCT.6.1 Select and use appropriate visual texts for different purposes and audiences

## LISTENING AND SPEAKING

### Skills and Strategies

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LSSS.4.1 Demonstrate listening and speaking skills and strategies to communicate for familiar purposes and situations	LSSS.5.1 Use listening and speaking skills and strategies to communicate for a variety of purposes and audiences	LSSS.6.1 Apply listening and speaking skills and strategies to communicate effectively for different purposes, situations and audiences
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. listens to acquire information and identifies main ideas</li> <li>b. retells ideas and information</li> <li>c. listens and follows simple instructions</li> <li>d. listens and pronounces familiar words correctly</li> <li>e. uses letter sounds and syllables to pronounce new words</li> <li>f. listens and responds to questions</li> <li>g. asks questions to get information</li> <li>h. uses appropriate gestures and facial expressions</li> <li>i. uses simple sentence structures such as statements, questions, commands and requests</li> <li>j. asks questions using who, what, when, where, why and how</li> <li>k. uses simple and continuous present, past and future tense, past participles and use will for predicting the future</li> <li>l. uses singular and plural forms of words in simple sentences</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. listens to acquire information and identify main ideas</li> <li>b. listens and follows instructions</li> <li>c. uses knowledge of letter sounds and syllables to pronounce new words</li> <li>d. memorises new vocabulary and applies in sentences</li> <li>e. listens and answers questions with complete sentences</li> <li>f. asks questions to help understanding and to get information</li> <li>g. uses correct sentence structure for statements, questions, commands and requests</li> <li>h. asks questions using who, what, when, where, why, how, which</li> <li>i. uses conjunctions like who, which and that</li> <li>j. uses simple and continuous present, past and future tense, past participles, present and past passive and uses will for predicting the future</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. listens to acquire information and identify main ideas and details</li> <li>b. retells ideas and information in detail</li> <li>c. listens and follows more complex instructions</li> <li>d. asks questions to clarify and to get information</li> <li>e. uses appropriate body language, gestures and facial expressions</li> <li>f. listens and answers questions with complete sentences</li> <li>g. uses complex sentence structures using conjunctions like, so, while, where, whenever and therefore</li> <li>h. asks questions using who, what, when, where, why, how, which</li> <li>i. uses simple and continuous present, past and future tense, past participles, present and past passive, present and past perfect simple tense and uses will and would for predicting the future</li> <li>j. uses singular and plural forms correctly</li> </ul>

**Production**

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LSP.4.1 Listen, understand, speak and interact for a range of familiar purposes and situations	LSP.5.1 Listen, speak and interact in formal and informal situations for a variety of purposes and audiences	LSP.6.1 Listen and communicate clearly for a range of purposes, situations and audiences
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. listens and responds to instructions and questions</li> <li>b. listens and understands texts read to them such as stories, poems, rhymes and song lyrics</li> <li>c. listens and understands the teacher, peers and guest speakers</li> <li>d. listens and understands formal and informal conversations</li> <li>e. expresses needs, emotions, likes and dislikes</li> <li>f. performs simple role plays, puppet plays and dramas</li> <li>g. tells simple short stories</li> <li>h. recites simple poems and rhymes</li> <li>i. describes a picture, object or friend</li> <li>j. follows and gives directions to find familiar locations</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. listens and responds to instructions and questions</li> <li>b. speaks in formal situations such as in conversations with teacher or head teacher, expressing thanks to guest speaker and oral presentations at assembly</li> <li>c. speaks in informal situations such as conversations with friends or partners, small group discussions and at play time</li> <li>d. performs role plays, puppet plays and dramas</li> <li>e. expresses emotions, thoughts and opinions</li> <li>f. tells stories with a beginning, middle and end</li> <li>g. recites poems, rhymes and riddles</li> <li>h. describes objects, people, animals, places and events</li> <li>i. follows and gives directions to find particular locations in the school</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. listens and responds appropriately</li> <li>b. speaks in formal situations such as in conversations with teacher or head teacher, expressing thanks to guest speaker and oral presentations at assembly</li> <li>c. speaks in informal situations such as talking with friends during break time and small group discussion</li> <li>d. performs role plays, puppet plays and dramas</li> <li>e. expresses opinions and justifies with reasons</li> <li>f. listens and communicates in well organised and structured ways for a range of purposes, situations and audiences</li> <li>g. tells stories using correct text structure for narratives</li> <li>h. recites poems, rhymes, riddles, jokes and tongue twisters</li> <li>i. uses descriptive language when speaking</li> <li>j. follows and gives directions to find particular locations in the community</li> </ul>

## Context and Texts

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LSCT.4.1 Demonstrate how spoken language changes to suit a range of familiar purposes and situations	LSCT.5.1 Compare how spoken language changes to suit a range of purposes and audiences	LSCT.6.1 Adapt spoken language to suit different purposes, situations and audiences
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises familiar purposes for listening and speaking such as talking to friends, answering questions in class, sharing ideas and information</li> <li>b. dramatises different ways to greet people in formal and informal situations</li> <li>c. uses descriptive language such as adjectives and adverbs (narratives)</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. shows how language changes to suit different purposes such as in an oral presentations at assembly, in small group discussions, when talking to friends, when talking to important people in the community</li> <li>b. dramatises formal and informal dialogues to suit the audience</li> <li>c. uses different styles of language to suit different purposes such as humorous language (riddles) and descriptive language (narratives)</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. uses appropriate language to suit different purposes such as to entertain an audience, to interact with peers, to ask questions and solve problems, to share ideas and information</li> <li>b. dramatises formal and informal dialogues to suit the audience and situation</li> <li>c. uses different styles of language to suit different purposes such as humorous language (riddles), persuasive language (debates) and descriptive language (narratives)</li> </ul>

## READING

### Skills and Strategies

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	RSS.4.1 Demonstrate a range of skills and strategies to read and understand familiar texts	RSS.5.1 Apply a wide range of skills and strategies to read and understand fiction and non-fiction texts	RSS.6.1 Select and apply suitable skills and strategies to read and understand fiction and non-fiction texts
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. matches sounds to letters</li> <li>b. sounds out new words and breaks them into syllables</li> <li>c. groups words that have the same sounds and letters such as words ending in “ay” or words that start with “dr”</li> <li>d. recognises and pronounces correctly known and most frequently used words</li> <li>e. uses pictures to help understand the text</li> <li>f. uses punctuation such as full stops, question marks and exclamation marks to get the right intonation when reading</li> <li>g. predicts what will happen next in a story</li> <li>h. identifies main ideas in simple texts</li> <li>i. recognises simple features of fiction and non-fiction texts</li> <li>j. recognises different types of sentences such as statements and questions</li> <li>k. recognises the structure of letters, simple stories, custom stories and poems</li> <li>l. expresses personal opinions about events or characters in a story</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises the sounds of blends and different combinations of letters and pronounces them correctly</li> <li>b. uses pictures and diagrams to help understand the text</li> <li>c. uses context clues to identify unknown words</li> <li>d. rereads and self corrects when they make a mistake</li> <li>e. skim reads and scans for information</li> <li>f. uses a dictionary to check meanings of words</li> <li>g. retains and recalls information from written texts</li> <li>h. recognises features of fiction and non-fiction texts</li> <li>i. recognises the structure of particular text types</li> <li>j. expresses personal opinions about books or events, characters or plot and setting of a story</li> <li>k. uses title, book cover, table of contents and index to locate information</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. uses context clues to identify unknown words</li> <li>b. predicts the ending of stories</li> <li>c. skim reads and scans for information</li> <li>d. uses a dictionary to check meanings of words</li> <li>e. retains and recalls information from extended written texts</li> <li>f. identifies and summarises main points from fiction and non-fiction texts</li> <li>g. recognises features of fiction texts such as title, chapters, summary on back of book and author</li> <li>h. recognises features of non-fiction texts such as title, contents page, index and headings</li> <li>i. recognises the structure and language features of different text types</li> <li>j. uses library independently for research and personal reading</li> </ul>



## Production

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	RP.4.1 Read and understand a range of familiar texts in English	RP.5.1 Read with understanding a range of fiction and non-fiction texts	RP.6.1 Read with understanding a wide range of more complex fiction and non-fiction texts
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. answers questions about familiar texts</li> <li>b. reads and retells stories through drama, pictures, orally or in writing</li> <li>c. reads and discusses similar experiences from their own lives</li> <li>d. describes favourite characters from stories they have read</li> <li>e. summarises a part of a story</li> <li>f. predicts the content of a newspaper article from the headline</li> <li>g. reads and follows instructions e.g. recipe to make something</li> <li>h. reads and shares information from familiar texts</li> <li>i. reads with expression, rhythm, intonation and correct pronunciation</li> <li>j. reads silently for pleasure and information</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. answers questions about texts</li> <li>b. reads and retells stories through drama, pictures, orally or in writing</li> <li>c. reads fiction texts and discusses experiences from their own lives</li> <li>d. summarises different parts of a story</li> <li>e. predicts the content of a newspaper article from the headline</li> <li>f. reads and follows instructions to make something or to operate something e.g. recipe, science experiment</li> <li>g. reads and shares information from a variety of texts</li> <li>h. reads text with expression using appropriate emphasis, pauses and intonation</li> <li>i. expresses personal opinions about the content of the text</li> <li>j. reads and shows understanding by representing a story as a cartoon</li> <li>k. reads short passages in a set time limit to demonstrate fluency and comprehension</li> <li>l. interprets a text</li> <li>m. researches information from non-fiction texts</li> <li>n. reads silently for pleasure and information</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. answers questions about more complex texts</li> <li>b. reads fiction texts and discusses how they would react if they were the character</li> <li>c. summarises and retell stories</li> <li>d. reads and gives opinions about newspaper articles</li> <li>e. reads and shares information from a variety of texts</li> <li>f. reads a text and argues a particular point of view</li> <li>g. reads passages in a set time limit for fluency and comprehension</li> <li>h. reads</li> <li>i. reads text with expression using appropriate emphasis, pauses and intonation</li> <li>j. expresses personal opinions about the content of texts</li> <li>k. substitutes words with similar meanings in a text</li> <li>l. researches information in non-fiction texts</li> <li>m. reads silently for pleasure and information</li> </ul>

## Context and Texts

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	RCT.4.1 Identify familiar text types used for different purposes	RCT.5.1 Discuss how different text types are used for different purposes and situations	RCT.6.1 Analyse how language changes in different text types to suit the purpose and audience
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises familiar text types such as stories, recipes, poems, letters</li> <li>b. understands different purposes for reading e.g. people read stories and poems for pleasure, recipes to help them cook and letters to get messages from family and friends</li> <li>c. recognises that we read some texts for information such as newspapers, telephone directories and calendars</li> <li>d. talks about signs and notices that have meanings for different situations</li> <li>e. identifies familiar sources of information</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. discusses the uses of different texts such as advertisements, reference books and dictionaries</li> <li>b. identifies the purpose of a range of texts</li> <li>c. adapts reading methods to suit text type, purpose and situation e.g. complete reading of stories and selective reading of reference books</li> <li>d. discusses the importance of features such as layout, illustrations, text structures in different texts</li> <li>e. selects suitable texts for research</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. compares the language features in different text types such as the use of persuasive language in expositions and descriptive language in narratives</li> <li>b. identifies the intention of the author</li> <li>c. identifies and discusses the author's point of view in texts such as newspaper articles and letters to the editor</li> </ul>

## WRITING

### Skills and Strategies

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	WSS.4.1 Identify and use punctuation, grammar, language rules and the writing process	WSS.5.1 Demonstrate language knowledge, skills, strategies and the writing process	WSS.6.1 Apply language knowledge, skills, strategies and the writing process effectively
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. uses simple and continuous present, past and future tense, past participles, and uses will for predicting the future (regular and irregular verbs)</li> <li>b. uses simple sentence structures such as statements, questions, commands and requests</li> <li>c. recognises and uses regular comparative and superlative adjectives e.g. happy, happier, happiest</li> <li>d. uses correct vocabulary</li> <li>e. uses up to 800 high frequency words in writing</li> <li>f. recognises and uses language features for a range of simple text types</li> <li>g. recognises and uses correct text structure for a range of simple text types</li> <li>h. uses singular and plural forms</li> <li>i. recognises different parts of speech</li> <li>j. recognises and uses punctuation such as full-stops, commas, apostrophes and question marks</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. uses simple and continuous present, past and future tense, past participles, present and past passive and uses will for predicting the future (regular and irregular verbs)</li> <li>b. uses correct sentence structure for statements, questions, commands and requests</li> <li>c. recognises and uses regular comparative and superlative adjectives</li> <li>d. uses up to 1200 high frequency words in writing</li> <li>e. recognises and uses language features for different text types</li> <li>f. recognises and uses correct text structure for different text types</li> <li>g. uses singular and plural forms</li> <li>h. recognises different parts of speech</li> <li>i. recognises and uses punctuation such as apostrophes and quotation marks correctly</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. uses simple and continuous present, past and future tense, past participles, present and past passive, present and past perfect simple tense and uses will and would for predicting the future (regular and irregular verbs)</li> <li>b. uses complex sentence structures using conjunctions like because, so, while, where</li> <li>c. uses up to 1500 high frequency words in writing</li> <li>d. recognises and uses language features effectively in different text types</li> <li>e. recognises and uses correct text structure for a broad range of text types</li> <li>f. uses singular and plural forms</li> <li>g. recognises different parts of speech</li> <li>h. recognises and uses punctuation such as full-stops, commas, apostrophes, question marks and quotation marks correctly</li> </ul>

	<ul style="list-style-type: none"> <li>k. uses a range of spelling strategies such as sounding out words and breaking into syllables, look, cover, write, check, use dictionary</li> <li>l. builds new words using prefixes and suffixes</li> <li>m. brainstorms and plans ideas before writing</li> <li>n. drafts, proof-reads and edits own texts</li> <li>o. publishes, presents and displays final copies of own writing</li> </ul>	<ul style="list-style-type: none"> <li>j. uses a range of spelling strategies such as breaking into syllables, look, cover, write, check, use dictionary</li> <li>k. builds new words using prefixes and suffixes</li> <li>l. brainstorms and plans ideas before writing</li> <li>m. drafts, proof-reads and edits own texts</li> <li>n. publishes, presents and displays final copies of own writing</li> </ul>	<ul style="list-style-type: none"> <li>i. uses a range of spelling strategies such as sounding out words and breaking into syllables, look, cover, write, check, use dictionary</li> <li>j. builds new words using prefixes e.g. un, dis and suffixes e.g. ing, ed</li> <li>k. brainstorms and plans ideas before writing</li> <li>l. drafts, proof-reads and edits own texts</li> <li>m. publishes, presents and displays final copies of own writing</li> </ul>
<b>Sub-strand Outcomes</b>	WSS.4.2 Apply handwriting techniques to write fluently and legibly	No outcome at this level	No outcome at this level
	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. writes fluently with appropriate size, slope and spacing</li> <li>b. recognises and uses different types of handwriting styles e.g. print and cursive</li> <li>c. maintains a good pencil grasp and good posture</li> </ul>		

# Production

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	WP.4.1 Write sentences and paragraphs to create a range of simple texts	WP.5.1 Write a range of fiction and non-fiction texts	WP.6.1 Create a range of more complex fiction and non-fiction texts
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. writes simple short narratives</li> <li>b. writes simple recounts of personal experiences and events</li> <li>c. writes simple letters to friends, family or students in another schools</li> <li>d. writes invitations to parents and other family members for special events at the school</li> <li>e. writes and displays notices to convey simple information</li> <li>f. takes brief notes while listening to a guest speaker and while researching topics</li> <li>g. writes simple procedural texts e.g. how to make lime juice, or make a leaf windmill</li> <li>h. writes opinions about likes and dislikes such as food, sports, subjects in class</li> <li>i. writes lists such as shopping lists</li> <li>j. writes simple explanations giving reasons e.g. why you need to brush your teeth every day</li> <li>k. writes simple poems such as acrostic poems</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. writes short narratives, explanatory and descriptive texts</li> <li>b. writes formal letters such as appreciation letters and apology letters</li> <li>c. writes invitations to important people in the community for special events at the school</li> <li>d. creates comic strips with illustrations and speech bubbles</li> <li>e. takes notes while listening to a guest speaker and while researching topics</li> <li>f. writes procedural texts e.g. how to play cricket or how to operate an apparatus</li> <li>g. writes descriptions of people and familiar animals and places</li> <li>h. writes open and closed questions and detailed answers</li> <li>i. writes opinions about likes and dislikes such as characters, music and clothing</li> <li>j. writes lists such as inventory lists for furniture in class</li> <li>k. writes rhyming poems and acrostic poems</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. writes narratives, descriptive, explanatory and procedural texts</li> <li>b. writes recounts of personal experiences, events and fieldtrips</li> <li>c. writes and display notices and posters to convey information</li> <li>d. takes notes while listening to a guest speaker and while researching topics</li> <li>e. writes procedural texts e.g. how to play a game or how to operate an apparatus</li> <li>f. writes descriptions of people, animals and places</li> <li>g. writes open and closed questions and detailed answers</li> <li>h. writes opinions about social and environmental issues</li> <li>i. writes explanations and give reasons e.g. why it is important to conserve mangroves</li> <li>j. writes a range of poems using models supplied by the teacher</li> <li>k. writes expositions that argue one point of view on issues such as environmental and local issues</li> </ul>

## Context and Texts

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	WCT.4.1 Discuss how own texts differ according to their purpose and audience	WCT.5.1 Explain how written language changes to suit the purpose and audience	WCT.6.1 Adapt written language for a variety of purposes and audiences
<b>Indicators</b>	This will be evident when the child, for example: a. communicates the purpose of their own texts b. identifies who will read their texts and uses language to suit that audience	This will be evident when the child, for example: a. discusses how a range of text types suit different purposes b. explains how to adjust written texts to suit different audiences	This will be evident when the child, for example: a. selects the text type to suit the purpose b. adapts the language to suit the audience and situation

## VIEWING

### Skills and Strategies

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	VSS.4.1 Identify key features and techniques in simple visual texts	VSS.5.1 Demonstrate how different features and techniques are used to communicate meaning in visual texts	VSS.6.1 Adapt and use features and techniques to interpret and create meaning in a range of visual texts
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies key features of cultural arts such as sand drawings, traditional weaving patterns and carvings</li> <li>b. discusses key features of custom dances such as movements, custom dressing and formations</li> <li>c. identifies key features of different traditional ceremonies such as the use of colour and actions</li> <li>d. identifies key features of newspapers e.g. mostly black and white photos, headlines</li> <li>e. identifies key features of TV news e.g. colour, sound and live action</li> <li>f. identifies key features of posters (some text, visual images)</li> <li>g. identifies key features of greetings cards (pictures, message, use of colour)</li> <li>h. discusses how DVDs use music and sound effects to match the visual images</li> <li>i. explains how illustrations in picture books match the text</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. discusses how meaning is conveyed in cultural arts such as sand drawings, patterns and carvings</li> <li>b. discusses how meaning is conveyed in custom dances through movements, custom dressing, formations and characters</li> <li>c. discusses how meaning is conveyed in traditional ceremonies through the use of colour, actions and the characters in the ceremony</li> <li>d. discusses key features of advertisements in newspapers or signs (some text, photographs, persuasive messages)</li> <li>e. identifies key features of posters (size of text and visual images, background)</li> <li>f. identifies key features of comic strips (cartoon characters, speech bubbles)</li> <li>g. discusses how and why DVDs use music and sound effects to match the visual images</li> <li>h. discusses how visual texts such as posters, TV shows and DVDs use close ups to show detail and medium or long shots to put characters in perspective</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and interprets key messages conveyed in cultural arts such as sand drawings, traditional weaving patterns and carvings</li> <li>b. identifies and interprets key messages of custom dances</li> <li>c. identifies and interprets key messages conveyed in traditional ceremonies</li> <li>d. discusses key features of advertisements in newspapers or signs (some text, photographs, drawings, persuasive messages, gimmicks to convince you to buy)</li> <li>e. identifies key features of posters (size of text and visual images, background, use of colour)</li> <li>f. identifies key features of comic strips (speech bubbles, written sound effects)</li> <li>g. discusses how and why DVDs use music and sound effects to match the visual images</li> <li>h. discusses how visual texts such as posters, TV shows and DVDs use close ups to show detail and medium or long shots to put characters in perspective</li> </ul>

**Production**

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	VP.4.1 View , interpret and create simple visual texts	VP.5.1 View, interpret and create a range of visual texts	VP.6.1 Analyse, interpret and create a range of visual texts
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and understands the significance of traditional signs and symbols</li> <li>b. views and discusses the importance of physical features such as sacred areas (nasara)</li> <li>c. uses illustrations in books to aid understanding of the text</li> <li>d. interprets and discusses simple visual texts such as posters, greetings cards, graphs, diagrams and photographs</li> <li>e. understands and enjoys DVDs of familiar stories</li> <li>f. contributes to small group or class discussion after viewing a DVD or other visual texts</li> <li>g. retells main ideas from a cartoon or children's TV show</li> <li>h. interprets familiar symbols in texts such as logos, labels and signs</li> <li>i. gives opinions about simple visual texts such as posters and greetings cards</li> <li>j. creates a scrap book of visual images cut from old magazines, greetings cards</li> <li>k. creates their own simple visual texts such as posters, greetings cards</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. interprets and uses cultural signs and symbols appropriately in custom, church and state ceremonies</li> <li>b. understands that illustrations and diagrams provide additional information</li> <li>c. interprets and gains information from visual texts such as maps, graphs, diagrams, charts and photographs</li> <li>d. understands and enjoys DVDs of stories or plays</li> <li>e. contributes to small group or class discussion to identify main ideas or events from a DVD or other visual texts</li> <li>f. retells main ideas from a cartoon or children's TV show</li> <li>g. discusses current events after viewing documentaries or the news on TV</li> <li>h. talks about how music and sound effects are used to create effects in DVDs and cartoons</li> <li>i. gives opinions about visual texts such as DVDs and TV shows</li> <li>j. creates their own visual texts such as posters, greetings cards, brochures and comic strips</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. explains the significance of cultural signs and symbols in custom, church and state ceremonies</li> <li>b. understands that illustrations and diagrams provide additional information</li> <li>c. interprets and gains information from visual texts such as maps, graphs, diagrams, charts and photographs</li> <li>d. understands and enjoys DVDs of stories</li> <li>e. contributes to small group or class summaries after viewing a DVD or other visual texts</li> <li>f. retells main ideas from a cartoon or children's TV show</li> <li>g. discusses current events after viewing documentaries or the news on TV</li> <li>h. talks about how music and sound effects are used to create effects in DVDs and cartoons</li> <li>i. discusses and compares how a news event is portrayed differently in the newspaper and TV news</li> <li>j. gives opinions about visual texts such as DVDs and TV shows</li> <li>k. creates their own visual texts such as posters, greetings cards, brochures</li> </ul>



## Context and Texts

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	VCT.4.1 Discuss the purposes and audiences for simple visual texts	VCT.5.1 Discuss and compare how a range of visual texts is used for different purposes and audiences	VCT.6.1 Select and use appropriate visual texts for different purposes and audiences
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies the purpose and audience for cultural ceremonies and activities</li> <li>b. talks about a variety of greetings cards and identifies the occasions when they are sent</li> <li>c. recognises familiar visual texts in the community e.g. shops signs, pictures on the side of buses, pictures in newspapers, labels on groceries, greetings cards and discusses their purposes</li> <li>d. talks about the purposes of visual texts such as posters, charts and photographs</li> <li>e. identifies the topic, purpose and audience for a greetings card they plan to create e.g. birthday card for their younger brother or sister</li> <li>f. discusses when and why visual texts are used in real life</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. compares and discusses cultural ceremonies and how they are designed to suit the purpose and audience</li> <li>b. talks about a variety of greetings cards, identify the occasions when they are sent and describe how the pictures and colours used are designed to suit the purpose</li> <li>c. explains how a picture book or DVD could be changed to suit a different audience e.g. a younger or older audience</li> <li>d. talks about the purposes and audiences for a range of posters</li> <li>e. talks about the purposes of visual texts such as posters, maps and photographs</li> <li>f. discusses different interpretations of advertisements</li> <li>g. identifies the topic, purpose and audience for a comic strip they plan to create e.g. comic strip to amuse children their own age</li> <li>h. discusses when and why visual texts are used in real life</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. explains the significance of cultural ceremonies to peers and younger children</li> <li>b. talks about a variety of greetings cards, identifies the occasions when they are sent and describes how the pictures and colours used are designed to suit the purpose</li> <li>c. explains how a picture book or DVD could be changed to suit a different audience e.g. a younger or older audience</li> <li>d. talks about the purposes of visual texts such as posters, maps, graphs, diagrams</li> <li>e. discusses different interpretations of advertisements</li> <li>f. identifies the topic, purpose and audience for a poster they plan to create e.g. poster on climate change is designed for awareness raising in the community</li> <li>g. chooses suitable visual texts such as posters, brochures to pass on key messages about health in the community</li> <li>h. discusses when and why visual texts are used in real life</li> </ul>

## Section: 3

# Learning Outcomes and Activities





## LISTENING AND SPEAKING

### Skills and Strategies

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LSSS.4.1 Demonstrate listening and speaking skills and strategies to communicate for familiar purposes and situations	LSSS.5.1 Use listening and speaking skills and strategies to communicate for a variety of purposes and audiences	LSSS.6.1 Apply listening and speaking skills and strategies to communicate effectively for different purposes, situations and audiences
<b>Activities</b>	Children could, for example: <ul style="list-style-type: none"> <li>a. listen and follow simple instructions in games such as Simon Says</li> <li>b. listen to a variety of songs, stories, custom stories in English</li> <li>c. listen and practise sounds of letters and pronunciation by reciting simple rhymes and tongue twisters</li> <li>d. play circle games naming words around the circle that begin with a particular sound - see how many words they can make</li> <li>e. listen to recordings of different conversations. Recognise the different tones of voice</li> <li>f. follow the teacher's model on how to ask and answer particular questions - students practise in pairs</li> <li>g. make and use puppets in simple conversations to practise new vocabulary and grammar</li> <li>h. use words like who, what, where and when to interview classmates about their likes and dislikes</li> </ul>	Children could, for example: <ul style="list-style-type: none"> <li>a. listen and follow instructions to cook a meal, or recharge and operate a mobile phone</li> <li>b. listen to a variety of songs, stories, and plays in English and in small groups recall the characters and main events</li> <li>c. role play in small groups using new vocabulary and appropriate expression</li> <li>d. listen to a guest speaker and recall main points about the topic</li> <li>e. play games with flash cards to recognise and pronounce new vocabulary</li> <li>f. take on different roles to participate in small group discussions</li> <li>g. practise dialogues in pairs talking about topics, asking questions, listening attentively</li> <li>h. follow the teacher's model for new sentence structures - students practise in pairs</li> </ul>	Children, could for example: <ul style="list-style-type: none"> <li>a. listen and follow instructions on how to get to an unknown location, how to make something in art and crafts or conduct a science experiment</li> <li>b. listen to a variety of songs, stories, plays and myths and discuss main events and dramatise for school assembly</li> <li>c. listen to a recording of different conversations particularly for correct intonation for questions, commands, requests and exclamations</li> <li>d. rehearse and tell a story to Year 4 or 5 children using eye contact, facial expressions, gestures and intonation to keep the listeners' attention</li> <li>e. research and then practise taking part in formal debates, using persuasive language, and appropriate facial expressions and gestures</li> <li>f. sequence ideas and practise oral presentations to give information about a topic</li> </ul>

## Production

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LSP.4.1 Listen, understand, speak and interact for a range of familiar purposes and situations	LSP.5.1 Listen, speak and interact in formal and informal situations for a variety of purposes and audiences	LSP.6.1 Listen and communicate clearly for a range of purposes, situations and audiences
<b>Activities</b>	Children could, for example: <ol style="list-style-type: none"> <li>role play favourite stories</li> <li>listen to a guest speaker and ask relevant questions</li> <li>tell simple rhymes, jokes and riddles and say tongue twisters</li> <li>tell simple stories to a partner or small group</li> <li>take turns to talk with a partner about a special event, their family, their favourite animal or toy. The other partner listens attentively and asks questions.</li> <li>listen to a story and show the main ideas with drawings and then use the drawings to retell the story</li> <li>listen to and recite poems</li> <li>give instructions to a partner to find particular locations using simple maps of the school or community</li> <li>play the Yes/No Game: Children take turns to bring objects from home and hide behind back. When class guess right, child can talk about their special object.</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>role play favourite stories, songs or plays</li> <li>listen to a guest speaker, ask relevant questions and recall main points</li> <li>participate in developing circle stories – Sit in a circle. The teacher or one child starts to tell a story. Go round the circle with each person adding to the story.</li> <li>talk about a field trip – what they found interesting and what they learnt</li> <li>participate in small group discussions about a story or a topic from another subject</li> <li>express own opinions or arguments about a social issue</li> <li>listen to cyclone or tsunami alerts on the radio and take the correct precautions</li> <li>give instructions to find a particular place in the community</li> <li>recite stories or poems with actions and perform at school assembly</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>role play favourite stories or scenarios relevant to other subjects</li> <li>prepare formal research questions to ask after listening to a guest speaker</li> <li>tell jokes and riddles and say tongue twisters</li> <li>tell stories to their peers or younger classes</li> <li>share important information they gathered from a field trip or special event or meeting</li> <li>present a particular point of view in a debate, discussion or oral presentation</li> <li>express own opinions or arguments about an environmental issue</li> <li>listen to an oral text and make up questions to ask partners or small groups</li> <li>perform plays for other classes or at school assembly</li> <li>present information at school or community meetings</li> <li>provide formal welcome and thanks to guests at the school</li> </ol>

## Context and Texts

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LSCT.4.1 Demonstrate how spoken language changes to suit a range of familiar purposes and situations	LSCT.5.1 Compare how spoken language changes to suit a range of purposes and audiences	LSCT.6.1 Adapt spoken language to suit different purposes, situations and audiences
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>in a role play compare ways in which speech varies in informal situations such as in the playground or in the village and in formal situations such as talking to the principal or asking information from a chief</li> <li>talk about the purposes for different kinds of communication such as a family discussion (to share the events of the day) and telling stories (to entertain)</li> <li>complete a table showing different times of the day e.g. before school, in class, play time, home time, evening meal, before bedtime and write about the different purposes for using oral language</li> <li>in small groups talk about how and why the tone, volume and language needs to change in different situations</li> <li>brainstorm as a class, with a partner or in small groups everyday oral language such as face to face conversations, meetings, phone calls, radio and TV programmes and church services</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>present a role play to compare how spoken language changes to suit different audiences such as when talking to friends, parents, chief or pastor about a new product or important information</li> <li>give examples when different audiences influence what you say and how you say it, such as when you speak to a priest or pastor compared with speaking to your friend</li> <li>listen to radio advertisements and identify the target audience</li> <li>brainstorm different kinds of talking such as phone calls, radio or TV news and talk back shows and discuss the purposes of each type of communication</li> <li>listen to recordings of telephone conversations and identify the purpose of the calls</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>role play how language changes to suit different audiences</li> <li>role play how language varies according to the situation such as at a football game, at a cultural event</li> <li>talk about the strong persuasive language used in a debate and why it is important. Talk about where debating occurs in real life such as in community meetings or in parliament.</li> <li>listen to different types of radio programmes such as a talk back show, football broadcast, requests and dedications and news bulletins. Talk about how the tone of voice and language changes. Write their own radio programmes in small groups and perform for the class.</li> <li>dramatise how they express their feelings through language in situations such as welcoming a newborn child, challenges, deaths or gaining victory in a sports event</li> <li>provide some scenarios and role play the appropriate style of language to suit the audience – other children guess the audience</li> </ol>

## READING

### Skills and Strategies

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	RSS.4.1 Demonstrate a range of skills and strategies to read and understand familiar English texts	RSS.5.1 Apply a wide range of skills and strategies to read and understand fiction and non-fiction texts	RSS.6.1 Select and apply suitable skills and strategies to read and understand fiction and non-fiction texts
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>work in pairs on flashcard games to match sounds of letters/combinations with words and pictures of objects that start with that sound</li> <li>work in pairs to complete jigsaw puzzles of topic words or new vocabulary by cut into syllables</li> <li>learn 5 new high frequency words each day - teacher keeps class records for each child</li> <li>participate in guided reading: practise oral reading for fluency, explicit teaching and activities in different ability groups with teacher, using graded readers</li> <li>read a simple tale, story or non-fiction text and respond to questions</li> <li>read and discuss title, author and text structure</li> <li>use dictionary to find word meanings</li> <li>listen to teacher/another adult read and talk about big books/stories (10 minutes each day)</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>play games with flash cards showing difficult letter combinations e.g. gh, au, aw, ough</li> <li>continue to learn more high frequency words</li> <li>participate in guided reading</li> <li>read silently and respond to questions</li> <li>read, identify and classify texts according to text types</li> <li>read and explain a written note, poster or an invitation card</li> <li>read bills, posters, brochures and labels on items for information or to answer questions</li> <li>read and identify the main events in a story</li> <li>read and recognise text features such as title, author, illustrator</li> <li>use a dictionary to find definitions and pronunciation of a word</li> <li>listen to teacher/another adult read stories and short novels - predict and discuss characters and events in the story</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>participate in individual and guided reading - teacher monitors each child's reading, checking for strategies that good readers use - prediction, self correction, re-reading to make sense of text</li> <li>participate in guided reading: reading explicitly and teaching activities in different ability groups using graded readers and extended texts – focus on grammar and features such as characters, plot</li> <li>read and respond to questions about different types of texts</li> <li>read and explain why particular texts belong to different text types such as narratives, recounts, procedures, information reports and expositions</li> <li>read and summarise messages from advertisements or information from newspaper articles</li> <li>listen to teacher/another adult read popular novels to them. Read and discuss a chapter each day. (10 minutes each day)</li> </ol>

## Production

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	RP.4.1 Read and understand a range of familiar texts in English	RP.5.1 Read with understanding a range of fiction and non-fiction texts	RP.6.1 Read with understanding a wide range of more complex fiction and non-fiction texts
<b>Activities</b>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. make predictions about what could happen in a story and compare with the story</li> <li>b. listen to stories read and create story maps or diagrams to represent main events</li> <li>c. read a part of a story, children close their eyes and create a picture in their minds of what is happening in the text</li> <li>d. read and illustrate a poem</li> <li>e. read different parts in a dialogue</li> <li>f. read own written stories in pairs or in small groups</li> <li>g. read and answer questions orally about a text</li> <li>h. read and dramatise imaginary stories and real texts</li> <li>i. read and discuss class rules</li> <li>j. read big books with the teacher in shared reading experiences</li> <li>k. read and follow instructions to cook or make something</li> <li>l. borrow books to read at home</li> </ul>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. predict the beginning, ending or events throughout a story and compare with the story</li> <li>b. read the headlines from the newspaper and predict what the article is about</li> <li>c. read fiction and non-fiction texts and summarise main points in drawings, diagrams or notes</li> <li>d. read and retell a poem in own words</li> <li>e. read parts in a dialogue or play</li> <li>f. read own written stories in pairs, small groups or to the class</li> <li>g. describe and role play different characters in a story</li> <li>h. read stories to younger classes</li> <li>i. read and follow rules to play a game</li> <li>j. read non-fiction books in small groups with the teacher for guided reading. Take notes and share 3 things they have learnt</li> <li>k. borrow books to read at home</li> <li>l. read silently for 10-15 minutes every day</li> </ul>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. collect articles from newspaper, read and share news with peers in small groups</li> <li>b. read fiction and non-fiction texts and summarise main points in own words</li> <li>c. participate in readers' theatre - read a short entertaining text together (choral reading) and accompany with actions and sound effects</li> <li>d. read and perform dialogues or plays</li> <li>e. read own written stories to class or at school assembly</li> <li>f. read a story (narrative) and discuss the text structure – orientation, series of events leading to a problem, resolution of the problem</li> <li>g. read and answer oral or written questions about fiction and non-fiction texts</li> <li>h. participate in guided reading in small groups with the teacher</li> <li>i. read silently for 15-20 minutes every day</li> <li>j. use school library for independent reading and research</li> </ul>



## Context and Texts

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	RCT.4.1 Identify familiar text types used for different purposes	RCT.5.1 Discuss how different text types are used for different purposes and situations	RCT.6.1 Analyse how language changes in different text types to suit the purpose and audience
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>respond to questions from the teacher about the purpose of particular texts before reading them: <ul style="list-style-type: none"> <li>what sort of book is it?</li> <li>why would we read this book?</li> </ul> </li> </ol> <p>Teachers do this often so children come to understand the different purposes of reading such as reading stories for entertainment, newspapers to find out about recent events, recipe books to help us cook and factual books to find information.</p> <ol style="list-style-type: none"> <li>select texts to read for enjoyment e.g. stories, poems, jokes and riddles and those which provide information e.g. recipe books, newspaper, dictionary, textbooks from other subjects like Science and Social Science</li> <li>sort real and imaginary texts from the class library - discuss why it is useful to separate fiction and non-fiction texts</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>respond to questions from the teacher about particular text types before reading them <ul style="list-style-type: none"> <li>what is the purpose of, for example, a narrative (to entertain), a recount (to retell events of interest), a procedure (to instruct how to make or do something) and an information report (to give factual information)?</li> <li>what are some examples of these text types in real life? <ul style="list-style-type: none"> <li>narratives - stories, novels, some poems</li> <li>recounts - newspaper articles, some events in a personal letter or email</li> <li>procedures - recipes, craft books, instruction manuals</li> <li>information reports - in reference books</li> </ul> </li> </ul> </li> <li>sort books from the class library into different text types - discuss</li> <li>sort a set of statements into fact and opinion</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>analyse different text types, recognise their purpose and identify examples of language which match the purpose e.g. strong persuasive language used in expositions, descriptive language in narratives or commands in procedural texts</li> <li>compare different text types such as narratives, procedures and expositions and recognise their text structure</li> <li>identify and talk about different features of fiction and non-fiction books</li> <li>look at a variety of books and predict the target audience from the cover and title</li> <li>talk about popular stories and how they could be changed to appeal to a younger or older audience</li> <li>select texts that tell stories, texts that have information, texts that tell how to do things and texts that persuade</li> <li>select appropriate books using codes from the library to suit the purpose e.g. personal reading or research</li> </ol>

## WRITING

### Skills and Strategies

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	WSS.4.1 Identify and use punctuation, grammar and language rules and the writing process	WSS.5.1 Demonstrate language knowledge, skills, strategies and the writing process	WSS.6.1 Apply language knowledge, skills, strategies and the writing process effectively
<b>Activities</b>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. insert missing punctuation - full stops, commas, question marks in short written texts</li> <li>b. complete sentences with the right form of the verb to match the subject</li> <li>c. read and copy most frequently used words and new vocabulary and use them correctly in sentences</li> <li>d. complete grammar exercises on parts of speech - nouns, pronouns, verbs, adjectives and prepositions</li> <li>e. brainstorm ideas with the teacher or in small groups before writing</li> <li>f. work in pairs to proof-read and edit first draft to check spelling, punctuation and meaning</li> <li>g. complete daily spelling activities including say and spell new vocabulary and high frequency words, dictation, cloze exercise, writing the word, look, cover, write, check, write words in simple sentences</li> </ul>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. insert missing punctuation - full stops, commas, question marks and exclamation marks in short written texts</li> <li>b. use new vocabulary correctly when writing short texts</li> <li>c. complete grammar exercises on parts of speech – nouns, pronouns, verbs, adjectives and prepositions</li> <li>d. plan ideas before writing by brainstorming as a class or using idea webs or notes</li> <li>e. work in pairs to proof-read and edit first draft to check spelling, punctuation and meaning</li> <li>f. complete daily spelling activities including; say and spell the word, write the word, look, cover, write, check, write words in syllables and simple sentences, build new words with suffixes, word search puzzles, crossword puzzles</li> </ul>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. insert punctuation marks in own writing including apostrophes and quotation marks for direct speech</li> <li>b. work in small groups to change the tense of verbs in sentences</li> <li>c. use new vocabulary correctly in own texts</li> <li>d. complete grammar exercises on parts of speech – nouns, pronouns, verbs, adjectives, adverbs and prepositions</li> <li>e. plan ideas before writing using a concept map or notes</li> <li>f. individually use checklists to proof-read and edit first draft to check spelling, punctuation and meaning</li> <li>g. complete daily spelling activities including; say and spell the word, write the word, look, cover, write, check, write words in syllables and sentences, build new words with suffixes and prefixes, word search and crossword puzzles</li> </ul>

	<ul style="list-style-type: none"> <li>h. use games and puzzles to reinforce new vocabulary</li> <li>i. identify and number paragraphs in a text</li> <li>j. analyse, with the teacher, the text structure and language features in a range of simple text types</li> </ul>	<ul style="list-style-type: none"> <li>g. play games with flash cards to create new phrases and sentences</li> <li>h. analyse, with the teacher, the text structure and language features in a range of text types</li> <li>i. identify the text structure and language features of different text types such as narratives, recounts, procedures and information reports</li> </ul>	<ul style="list-style-type: none"> <li>h. analyse, with the teacher, the text structure and language features in a range of text types</li> <li>i. identify and use the text structure and language features of different text types such as narratives, recounts, procedures, information reports and expositions</li> </ul>
<b>Sub-strand Outcomes</b>	WSS.4.2 Apply handwriting techniques to write fluently and legibly	No outcome at this level	No outcome at this level
	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. copy how to form and link cursive letters from teacher's demonstration on the board. Teacher emphasises the correct size of letters, shape and slope.</li> <li>b. copy short rhymes and tongue twisters which use particular letters</li> <li>c. revise difficult letters with individual assistance from the teacher</li> </ul>	The teacher still provides opportunities for students to practise and demonstrate fluent, legible handwriting	The teacher still provides opportunities for students to practise and demonstrate fluent, legible handwriting

# Production

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	WP.4.1 Write sentences and paragraphs to create a range of simple texts	WP.5.1 Write a range of fiction and non-fiction texts	WP.6.1 Create a range of more complex fiction and non-fiction texts
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>use the vocabulary words or sight words in sentences or simple paragraphs</li> <li>write a story using key words from a drawing or topic</li> <li>write simple descriptions of their pets, favourite animals or favourite places</li> <li>write simple explanations, for example, why we need to brush our teeth every day</li> <li>work in pairs to write simple acrostic poems</li> <li>write simple recounts of events such as a visit to the beach or a cultural festival</li> <li>participate in circle writing. Sit in small groups. Each child has a paper and starts a simple story. After about 3-5 minutes teacher says stop. They finish their sentence and pass the paper to the next person. They read the story and add the next sentence. Keep going to complete the story. Each child reads the story they started to the class.</li> <li>write a list of ingredients needed for making some laplap</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>watch teacher model how to write a text type e.g. an information report children contribute ideas orally to the story and the teacher writes. Teacher and children check text structure and language features against a display text. Use this process for different text types.</li> <li>write new beginnings or endings for stories and create own stories</li> <li>write descriptions of their family members or friends using adjectives</li> <li>write an explanation for the causes of rainfall</li> <li>write poems such as cinquains and simple rhyming poems</li> <li>write recounts of personal experiences</li> <li>write information reports about starfish, pawpaws or another marine or plant species</li> <li>write opinions about their favourite style of music and give reasons</li> <li>write personal letters to friends and family</li> <li>write questions to ask at a field trip</li> <li>write a list of items for the school canteen</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>watch teacher model how to write a text type e.g. an exposition - children contribute ideas orally to the story and the teacher writes. Teacher and children check text structure and language features against a display text. Use this process for different text types.</li> <li>write stories, myths, legends and custom stories</li> <li>write descriptions of their favourite places using adjectives and adverbs</li> <li>write an explanation giving reasons for conserving mangroves</li> <li>write a range of poetry and publish as a class book, in the school newsletter or display in a public place</li> <li>write recounts of local events like sporting or cultural events</li> <li>write information reports about species of plants or animals</li> <li>write expositions giving a point of view about a topic or issue e.g. Children should have mobile phones, Smoking should be banned</li> <li>write formal letters such as to ask permission to use the school hall</li> </ol>

## Context and Texts

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	WCT.4.1 Discuss how own texts differ according to their purpose and audience	WCT.5.1 Explain how written language changes to suit the purpose and audience	WCT.6.1 Adapt written language for a variety of purposes and audiences
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>write letters to children from other schools. Teacher discusses purpose of letters with children e.g. to update news about the sports in their schools.</li> <li>change a simple narrative text to a dialogue, to dramatise in a school theatre</li> <li>at the start of the lesson talk about why they write particular text types, for example: <ul style="list-style-type: none"> <li>letters to send messages to friends or family</li> <li>lists to help us remember things</li> <li>stories to entertain</li> <li>recounts to tell about something that has already happened</li> <li>procedural texts to give instructions about how to make or do something</li> </ul> </li> <li>in small groups talk about the style of language you use in letters to friends (friendly, informal language), stories (descriptive language), in recipes (commands) or lists (single words or note form)</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>discuss suitable language and prepare banners with slogans for a parade to tell the public how to fight malaria</li> <li>discuss suitable language, write and present the results of sports activities in an inter-primary school sports competition</li> <li>discuss information they wish to obtain on a field trip and decide what sort of questions are best e.g. open or closed questions. Prepare questions and publish in the school newspaper.</li> <li>discuss suitable language for written instructions to Year 4 students to make costumes and masks for a custom story</li> <li>talk about why they write particular text types, for example: letters, lists, stories, recounts and description of events</li> <li>in small groups talk about the style of language you use in letters to friends or family (friendly, informal language), explanations (factual language) or in descriptions (descriptive language)</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>prepare brochures on issues such as child labour to raise awareness in the community</li> <li>use factual language to write an article about a robbery for the school newsletter</li> <li>talk about why they write particular text types, for example: letters, lists, stories, recounts and description of events</li> <li>in small groups talk about the style of language you use in business letters (formal language), explanations (factual language), in descriptions (descriptive language) or in expositions (persuasive language)</li> <li>use appropriate language in letters to suit the audience e.g. polite language for invitations or requests, formal language for business letters, conversational language in letters to friends or family</li> <li>in small groups talk about style of language used in business letters (formal language), expositions (strong, persuasive language)</li> </ol>

## VIEWING

### Skills and Strategies

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	VSS.4.1 Identify key features and techniques in simple visual texts	VSS.5.1 Demonstrate how different features and techniques are used to communicate meaning in visual texts	VSS.6.1 Adapt and use features and techniques to interpret and create meaning in a range of visual texts
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>interpret natural and cultural signs and symbols in local communities that convey information</li> <li>observe a video clip of a custom dance and identify the custom dress, colours, dance movements and formations</li> <li>invite elders in to demonstrate local cultural arts such as sand drawings, traditional weaving etc. Talk about the significance of the designs.</li> <li>identify and discuss different features used in posters such as pictures, text, use of colour and what catches your eye</li> <li>identify and interpret facial expressions on images from a poster</li> <li>talk about how illustrations in a picture book help the reader understand the story</li> <li>cover the words in a picture book – then in small groups children tell a story to match the pictures. Compare with the story.</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>interpret natural and cultural signs and symbols in local communities that convey information</li> <li>observe custom ceremonies, discuss and understand their meanings</li> <li>interpret the meaning of colours and patterns used in local custom objects and arts</li> <li>recognise different features in advertisements to make them attractive and persuasive</li> <li>discuss different features of posters such as size of picture/text</li> <li>identify key features of comic strips from newspaper (cartoon characters, speech bubbles, sound effects)</li> <li>go through newspapers in small groups and cut out examples of visual texts used – make a chart showing the visual texts found in newspapers e.g. photographs, advertisements, comic strips, headlines</li> <li>describe features used to highlight the main message from a brochure</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>interpret and respond appropriately to natural and cultural signs and symbols in local communities that convey information relevant to this age group</li> <li>explore how illustrators use different features and techniques to create a message e.g. size, colour, close up/distant, looking at character from above/below/straight ahead</li> <li>in small groups look at children's picture books – compare and express opinions about the different styles of illustrations e.g. drawings, paintings, photographs, collage</li> <li>explore how close up/distance can change the effect on the viewer – make posters and compare the difference</li> <li>repeat the above activity but talk about the viewing angle e.g. looking down at the character, looking up at the character or looking straight</li> <li>compare how colours can be used to create a mood or send a message e.g. red for danger</li> </ol>

## Production

Year Level	Year 4	Year 5	Year 6
Sub-strand Outcomes	VP.4.1 View, interpret and create simple visual texts	VP.5.1 View, interpret and create a range of visual texts	VP.6.1 Analyse, interpret and create a range of visual texts
Activities	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>observe and interpret a message in simple visual texts such as a photograph or a picture</li> <li>design and create posters to raise awareness of an issue from another subject e.g. to encourage protection of water sources</li> <li>create and draw cartoons</li> <li>explain messages shown in different visual texts such as posters, greetings cards, graphs, diagrams and photographs</li> <li>draw and create own greetings cards for different occasions</li> <li>watch DVDs of stories and talk about their favourite characters</li> <li>walk through town or their local village and make a list of all the visual texts they see</li> <li>discuss and apply different features and techniques to create posters, pictures and cartoons</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>express emotions or opinions after viewing a documentary film</li> <li>observe and interpret a range of visual texts from newspapers and magazines e.g. cartoons, advertisement</li> <li>create pictures to illustrate a story, poem or folk tale</li> <li>work in pairs and small groups to retell the main ideas after watching a TV or a cartoon show</li> <li>view billboards or advertising boards and work in small groups to interpret the messages conveyed</li> <li>look at a range of brochures and observe the layout and features. Create brochures with visual images and text to raise awareness about a local issue or local tourist attractions.</li> <li>view a movie on DVD - show the main characters as cartoon characters or the main events as a comic strip</li> <li>create a class newspaper using visuals such as headlines, photographs, drawings and comic strips</li> <li>discuss and apply different features and techniques to create posters, postcards and comic strips</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>view and discuss plays about relevant issues such as honesty and obedience during school assemblies</li> <li>illustrate a short story, poem or custom story - compare own illustrations with those of the illustrator</li> <li>create posters that use special features to create a strong message for the local community e.g. about natural disasters, health issues or environment</li> <li>collect daily cartoons from the newspaper- analyse and discuss how the illustrator has presented the issue and the characters</li> <li>in pairs children take on a project to write and illustrate a picture book for younger children</li> <li>design your own local superhero and create a comic strip of their adventures</li> <li>interpret and gain information from visual texts such as maps, graphs, diagrams, charts and photographs</li> <li>discuss and apply different features and techniques to create brochures, murals and cartoons commenting on a current issue (as in the newspaper)</li> </ol>

## Context and Texts

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	VCT.4.1 Discuss the purposes and audiences for simple visual texts	VCT.5.1 Discuss and compare how a range of visual texts is used for different purposes and audiences	VCT.6.1 Select appropriate visual texts for different purposes and audiences
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>identify and discuss in small groups the purpose of signs, symbols and logos found in the local community</li> <li>choose a simple visual text, such as the flag of Vanuatu and discuss the meaning of the colours and design and present at assembly during Independence Day anniversary</li> <li>in a drawing competition, draw the Fest Napuan logo (or logo from a local music or cultural festival) and explain to the judge the meaning of their drawing and colours</li> <li>discuss and design a visual text to inform children about littering, especially plastic and paper – adapt the design to appeal to the audience</li> <li>sort visual texts from the town or village according to their purpose e.g. to advertise, to give information, to entertain, to send messages</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>examine a variety of visual images such as carvings, traditional designs and paintings and talk about their purpose</li> <li>discuss different custom ceremonies and identify when and why they are performed</li> <li>discuss how visual texts can be used to raise awareness of environmental issues such as replanting of trees</li> <li>select visual texts in town or village e.g. advertising boards, pictures on tourist buses, shop signs – discuss their purpose and target audience</li> <li>bring in a range of brochures and talk about their purpose and target audience</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>select and use an appropriate visual text to invite parents to school open day e.g. invitation card, poster</li> <li>design and compose photograph albums to commemorate special occasions for parents, ex-students and current students of the school</li> <li>select and display posters to inform the local community about protection of marine life</li> <li>use diagrams or flow charts to represent information from other subjects e.g. flow charts of food chains, or diagrams showing the water cycle</li> <li>select and present appropriate graphs or maps to show data gathered in other subjects</li> <li>discuss the most effective visual texts to use to raise awareness in the community of health or environmental issues</li> </ol>





## Section: 4

# Glossary and References





# GLOSSARY

<b>antonym</b>	word with the opposite meaning
<b>assessment</b>	the ongoing process of identifying, gathering and interpreting information about children's achievement of the learning outcomes described in the subject syllabuses
<b>audience</b>	the group of listeners or readers for whom the oral or written texts are designed
<b>cartoon</b>	a humorous drawing
<b>cinquain</b>	a five line poem that can take a number of forms. The number of words or syllables on each line are defined as in the examples below.

Line 1	1 word	2 syllables
Line 2	2 words	4 syllables
Line 3	3 words	6 syllables
Line 4	4 words	8 syllables
Line 5	1 word	2 syllables

<b>comic strip</b>	a series of humorous drawings that tell a story
<b>context and text</b>	the sub-strand in the Language and Communication Syllabus which focuses on how language changes to suit the purpose, audience and situation. This strand is taught incidentally within normal language lessons as teachers ask students to identify the purpose and audience of particular oral and written texts.
<b>context clues</b>	when reading students read over the unknown word, think about the sentence, look at the first letter of the unknown word, and try to guess the word that makes sense in the sentence
<b>declarative sentence</b>	states a fact, argument or an idea
<b>decode</b>	use knowledge of letters, sounds and word patterns to read unknown words
<b>descriptions</b>	texts which focus on using adjectives and adverbs to describe people, places, animals, things etc.
<b>editing</b>	re-reading and checking writing to see if writing makes sense, is sequenced correctly and uses the most appropriate vocabulary
<b>explanations</b>	texts which explain why things happen such as why volcanoes erupt
<b>explicit teaching</b>	teacher provides direct teaching using a range of strategies to help children – modelling, where the teacher demonstrates, showing examples of text types with comments, analysing the text structure and language features of text types
<b>expositions</b>	texts which give reasons to support one side of an argument
<b>features</b>	characteristics

<b>fiction texts</b>	imaginary or invented texts, often referred to as literature
<b>gimmick</b>	something designed to attract attention or publicity
<b>high frequency words</b>	the list of commonly used words which should be memorised
<b>holistic</b>	teaching language using all of the strands in an integrated way
<b>homophones</b>	words that sound the same but have different meanings and spellings e.g. there, their and they're
<b>indicators</b>	examples of what children can do, know and understand when they have achieved the learning outcome
<b>information reports</b>	texts which share information about a class of animals, plants or objects and describe features of that class of objects. For example a report on whales might classify them as mammals and then have a series of paragraphs describing their habitat, what they eat, their physical features and migration patterns.
<b>integrated</b>	teaching which is integrated makes natural links between knowledge and skills within a subject or across subjects
<b>interrogative sentence</b>	a sentence which asks a question
<b>language features</b>	the grammatical features used in different text types such as tense of verbs, use of time connectives to link ideas, nouns and adjectives
<b>learning area</b>	a grouping of similar subjects with related concepts and processes
<b>learning area outcome</b>	describes what most students are expected to achieve in the Language and Communication learning area by the end of Year 10
<b>learning outcome</b>	a specific statement that identifies the knowledge, skills, attitudes and values all children should achieve or demonstrate in a particular subject at a particular year level
<b>legibly</b>	neatly so that the writing can be read
<b>logo</b>	an emblem or badge used to represent an organisation, such as a sports team or business
<b>narratives</b>	imaginary texts which are often in the form of stories, legends, custom stories. Other text types can be narrative such as poems and plays but the emphasis will be mainly on stories in this syllabus.
<b>negative</b>	negative form of verbs e.g. will; will not
<b>non-fiction texts</b>	factual texts which are based on accurate, real life information
<b>portfolios</b>	collections of children's work that gives an indication of their learning progress and achievements
<b>prefix</b>	a letter or group of letters placed at the beginning of a word to modify or change its meaning e.g. happy, unhappy
<b>procedures</b>	texts which provide instructions on how to make or do something such as recipes, instruction manuals, craft books

<b>production</b>	the sub-strand in the Language and Communication Syllabus which focuses on engaging children in creating, reading or viewing oral, written and visual texts
<b>proof reading</b>	re-reading and checking writing for spelling and punctuation errors
<b>publishing</b>	presenting neat copies of writing in a variety of ways such as books, big books, displays of children's neat copies of own writing
<b>purposes</b>	intentions of a text e.g. the purpose of a narrative is to entertain, the purpose of an exposition is to persuade someone to the author's point of view on a topic
<b>rationale</b>	the underlying reasons for the content associated with each subject or learning area
<b>recounts</b>	texts which retell events that have happened in correct chronological order
<b>scan</b>	glance over quickly to locate key words
<b>skills and strategies</b>	the sub-strand in the Language and Communication Syllabus which focuses on learning the grammar rules and conventions of language in English (or French) and how to apply them effectively
<b>skim read</b>	read quickly
<b>strands</b>	define major aspects of learning within a subject
<b>strategies</b>	approaches or ways of doing things
<b>sub-strands</b>	define major aspects of learning within the strands
<b>suffix</b>	a letter or group of letters added to the end of a base word to create a new word e.g. walk, walking, walked
<b>syllables</b>	parts of a word pronounced as separate units
<b>synonym</b>	word with the same meaning
<b>text structures</b>	the structures that are unique to particular text types, for example narratives start with an <i>orientation</i> followed by a series of events where a <i>complication</i> or problem arises and finishing with a <i>resolution</i> of the problem
<b>text types</b>	categories of texts such as narratives, descriptions, expositions, recounts, procedures, information reports and explanations
<b>texts</b>	any written or spoken passages of language such as books, charts, brochures, newspaper articles, song lyrics, speeches, TV programs and films
<b>vernacular</b>	most widely spoken language of a particular people or place
<b>viewing</b>	the strand in the Language and Communication Syllabus which focuses on learning how to analyse, interpret and create visual texts
<b>visual texts</b>	texts that are designed to be looked at such as signs and symbols, greetings cards, posters, comic strips, TV, internet websites
<b>writing process</b>	the processes children engage in before, during and after writing – planning, drafting, editing, proof-reading and publishing

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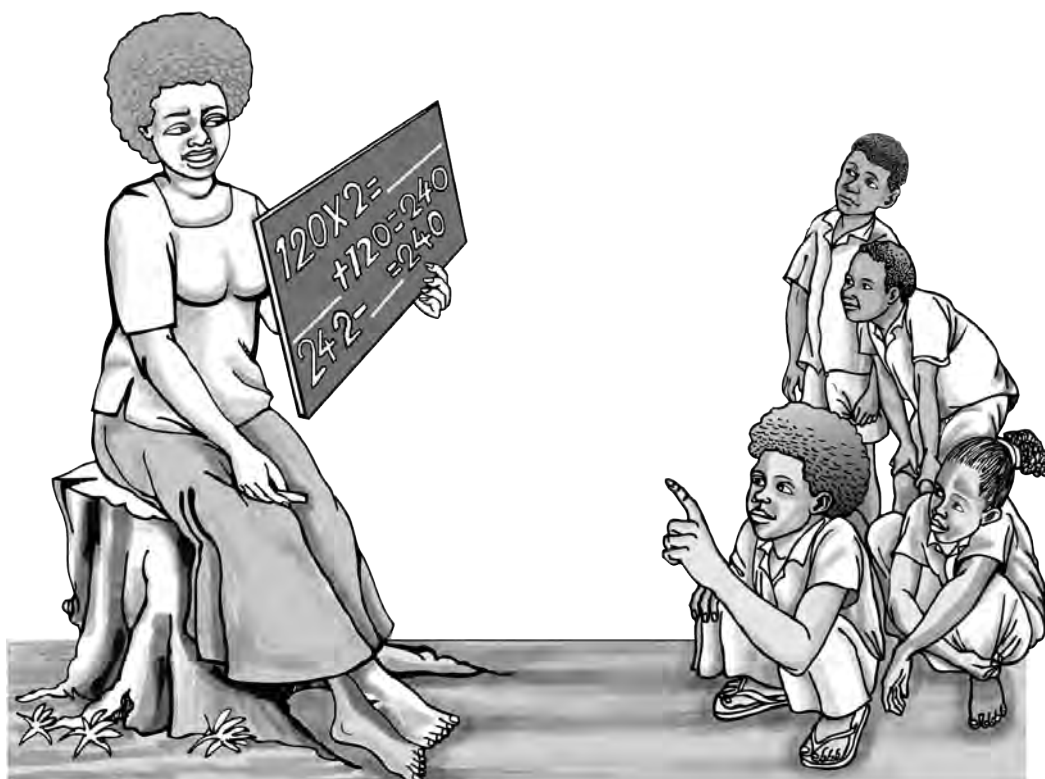
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# M<sub>a</sub>ths







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## Section 1

# INTRODUCTION

This syllabus identifies the knowledge, skills, attitudes and values that children should achieve for Years 4 to 6 in Mathematics. It describes the content for Mathematics at this level. Teachers of Years 4 to 6 will use this syllabus to develop Mathematics teaching and learning programs for children at this level. The content is expressed as learning outcomes and indicators.

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

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

	Kindergarten	Primary	Junior Secondary
<b>Learning Area</b>	Learning to Know	Mathematics and Science	Mathematics and Science
<b>Learning Area</b>	Learning to Know	Mathematics	Mathematics
<b>Strands and Sub-strands</b>	<b>Strands</b> <ul style="list-style-type: none"> <li>▪ Inquiry and Problem solving</li> <li>▪ Patterns and Sequencing</li> <li>▪ Number and Measurement</li> <li>▪ Shape, Space, Colour and Creativity</li> </ul>	<b>Strands</b> <ul style="list-style-type: none"> <li>▪ Number</li> <li>▪ Measurement</li> <li>▪ Geometry</li> <li>▪ Patterns</li> <li>▪ Chance and Data</li> </ul> <b>Sub-strands</b> <ul style="list-style-type: none"> <li>▪ Whole Numbers</li> <li>▪ Operations</li> <li>▪ Fractions and Decimals</li> <li>▪ Length</li> <li>▪ Area</li> <li>▪ Mass</li> <li>▪ Capacity and Volume</li> <li>▪ Time</li> <li>▪ Money</li> <li>▪ Plane shapes and Solids</li> <li>▪ Position and Space</li> <li>▪ Patterns</li> <li>▪ Probability</li> <li>▪ Data</li> </ul>	<b>Strands and Sub-strands</b> <ul style="list-style-type: none"> <li>▪ Number</li> <li>▪ Measurement</li> <li>▪ Geometry</li> <li>▪ Patterns</li> <li>▪ Chance and Data</li> </ul>

In Mathematics teachers should use a range of methodology including:

- practical approaches that allow children to manipulate concrete materials
- enquiry approaches that allow children to investigate and develop a deep understanding of mathematical concepts
- explicit teaching of some mathematical concepts and processes
- teachers should also provide opportunities for children to apply their mathematical knowledge within other subjects and to real-life situations, thereby fostering the development of numeracy skills and understandings.

## **Rationale**

Mathematics is a subject of enjoyment and excitement which offers children opportunities for creative work and moments of enlightenment and joy. Children should be encouraged to develop a love of Mathematics to support numeracy development and life-long learning.

Mathematical knowledge and skills acquired at the primary level in Years 4 to 6 will enable children to progress well in other subjects like Science, as well as Agriculture, Arts and Crafts and Enterprise Education. A good understanding of Mathematics will also help to prepare students for further study in Mathematics at the secondary level.

Mathematics provides essential skills and understandings that enable people to operate successfully in their daily lives. Through Mathematics children develop logical reasoning skills, spatial awareness and an ability to apply thinking and problem solving skills to both practical and abstract situations. It is essential that children are enabled to participate fully as adults in their society and the development of mathematical knowledge, skills, understanding and confidence will help them to do this.

## **Aims**

The aims of Mathematics from Year 4 to Year 6 are as follows. By the end of Year 6 children should be able to:

- understand the structure of the number system and handle numbers up to at least one million, including the concepts of face value and place value
- process mathematical data mentally and recall basic number facts
- understand and use the four operations and correct order of operations in both calculations and everyday problems with whole numbers and, to a lesser extent, fractions and decimals
- understand and use percentages and ratios in practical problems
- understand and use the concepts of estimation and measurement relating to length, mass, capacity and volume, area, time and money
- understand and use concepts of space and spatial relations – lines, angles, plane shapes, solids, direction, scales and other map reading skills
- understand and extend number and geometric patterns
- understand the concept of probability and the chance of particular events happening
- understand, construct, organise and interpret data in the form of tables, charts and graphs.

## Content Overview

Mathematics includes number, measurement and spatial awareness, along with an understanding of patterns and number relationships and the ability to collect, organise and interpret data. Children need to develop an understanding of these skills, knowledge and attitudes to operate successfully 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 what most students are expected to achieve in the Mathematics and Science Learning Area by the end of Year 10. The Mathematics and Science learning area outcome appears below.

*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.

Mathematics has five Strands:

- Number
- Measurement
- Geometry
- Patterns
- Chance and Data

### Sub-strands

Sub-strands define major aspects of learning within the strands. The Sub-strands in Mathematics are different in each strand. They are shown in the table on the next page.

### 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 the strands follow. The content of the Sub-strands in Mathematics is outlined in the learning outcomes and indicators.

#### Table of strands and sub-strands

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

Strand	Number	Measurement	Geometry	Patterns	Chance and Data
Sub-strand	<ul style="list-style-type: none"><li>▪ Whole Numbers</li><li>▪ Operations</li><li>▪ Fractions and Decimals</li></ul>	<ul style="list-style-type: none"><li>▪ Length</li><li>▪ Area</li><li>▪ Mass</li><li>▪ Capacity and Volume</li><li>▪ Time</li><li>▪ Money</li></ul>	<ul style="list-style-type: none"><li>▪ Plane Shapes and Solids</li><li>▪ Position and Space</li></ul>	<ul style="list-style-type: none"><li>▪ Patterns</li></ul>	<ul style="list-style-type: none"><li>▪ Probability</li><li>▪ Data</li></ul>

### Description of strands

The five strands of Mathematics are described below. It is important for teachers to understand the content and make it meaningful for students by:

- providing opportunities for students to manipulate concrete materials and to develop a deep understanding of mathematical concepts
- connecting teaching and learning activities in each of the strands with real world situations that are relevant to children's lives.

#### Number

Number focuses on the development of number sense and the ability to use mental and written techniques to solve problems. Children develop an understanding of the basic concept of place value, and use processes associated with the four operations to solve word and number problems and complete calculations involving whole numbers, fractions and decimals. They develop a range of mental strategies for calculating two- and three-digit numbers. Children learn about the relationships and can make conversions between fractions, decimals, percentages and ratios. They solve real-life problems related to these aspects of Mathematics. Children learn to apply their skills and understanding of number in their everyday lives.

#### Measurement

Measurement concepts and skills are very relevant and applicable in the everyday lives of children. In this strand children learn to estimate, and measure, the quantities of length, area, mass, capacity, volume, time and money. At this level of schooling children mostly use standard units of measurement and, through practical activities, they gain an understanding of

the magnitude of basic metric units such as the kilogram, litre and metre. They also understand the need for smaller and larger units of measurement and learn to estimate and measure with greater accuracy. Children calculate perimeters, areas and volumes of a variety of shapes and figures. They tell time accurately to within one minute using both analogue and digital clock faces and, through estimation, gain a sense of the duration of time. They solve money problems and learn the importance of understanding the value of money and how to manage it. Children are given opportunities to gain a deep understanding through hands-on practical activities using both standard and improvised equipment and techniques.

### **Geometry**

Geometry focuses on the development of spatial awareness. In Years 4 to 6 children have opportunities to understand and use the concepts of space and spatial awareness by learning to recognise, visualise, draw and describe the features and properties of plane shapes (two dimensional shapes) and solids (three dimensional objects). Children participate in practical activities to develop an understanding of lines, angles, symmetry and geometric drawing and learn to understand the space around them through developing skills in location and orientation. Students develop an understanding of map reading skills such as the use of coordinates, scales and simple compass points and learn to locate places on maps and in real life by giving and following directions.

### **Patterns**

The Patterns sub-strand emphasises an understanding of patterns and number relationships. Children should be given opportunities to discover and create number and geometric patterns and to describe the relationships contained within those patterns in their own words. Children complete and extend number and geometric patterns.

### **Chance and data**

Chance and data addresses two aspects of mathematics. Children explore the probability of different events occurring through practical activities with coins, dice and other concrete materials. They also learn about different ways to gather, organise and display data in tables, charts and graphs and to analyse this data in a variety of ways.

### **Description of Sub-strands**

The content of the Mathematics sub-strands is outlined in the learning outcomes and indicators.

## **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

## Assessment of Mathematics

The table below gives examples of aspects of Mathematics 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
<b>Number</b>	<ul style="list-style-type: none"> <li>Thinking processes as children manipulate materials</li> </ul>	<ul style="list-style-type: none"> <li>Question individual children about their reasoning skills related to solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical investigations involving operations</li> <li>Worksheets and samples of children's daily mathematical tasks</li> </ul>	<ul style="list-style-type: none"> <li>Prior learning using diagnostic tests</li> <li>Addition and subtraction number facts</li> <li>Multiplication tables</li> <li>Mental calculations</li> <li>Operations</li> </ul>
<b>Measurement</b>	<ul style="list-style-type: none"> <li>Skills in using measuring equipment</li> <li>Practical hands-on measurement activities</li> </ul>	<ul style="list-style-type: none"> <li>Talk to children about the accuracy of their estimations and how they worked them out</li> </ul>	<ul style="list-style-type: none"> <li>Practical projects where children have had to apply measuring skills</li> </ul>	<ul style="list-style-type: none"> <li>Conversion of standard units of length, mass and capacity</li> <li>Measurement skills in practical activities</li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>Skills using geometric instruments like compasses, protractors and set squares</li> <li>Partner activities when children are giving and following directions</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about properties of plane shapes and solids while children handle equipment</li> </ul>	<ul style="list-style-type: none"> <li>Samples of children's geometric drawing</li> <li>Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Geometric drawing skills</li> <li>Knowledge of properties of plane shapes and solids</li> <li>Definitions of geometric terms</li> </ul>
<b>Patterns</b>		<ul style="list-style-type: none"> <li>Ask children to describe relationships between numbers or geometric symbols in patterns</li> </ul>	<ul style="list-style-type: none"> <li>Work samples where children create and extend number and geometric patterns</li> </ul>	
<b>Chance and Data</b>	<ul style="list-style-type: none"> <li>Understanding of probability when engaging in games of chance</li> </ul>	<ul style="list-style-type: none"> <li>Ask children to predict results of chance games involving coins and dice and to explain their thinking</li> <li>Ask questions about data gathered</li> </ul>	<ul style="list-style-type: none"> <li>Completed graphs, tables and charts</li> </ul>	<ul style="list-style-type: none"> <li>Ability to create and interpret graphs</li> </ul>





## Section: 2

# 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 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 five strands in Mathematics 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.*

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

Strand	Number	Measurement	Geometry	Patterns	Chance and Data
<b>Learning Outcome</b>	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.

Strands	Number	Measurement	Geometry	Patterns	Chance and Data
<b>Sub-strand</b>	<ul style="list-style-type: none"> <li>Whole numbers</li> <li>Operations</li> <li>Fractions and Decimals</li> </ul>	<ul style="list-style-type: none"> <li>Length</li> <li>Area</li> <li>Mass</li> <li>Capacity and Volume</li> <li>Time</li> <li>Money</li> </ul>	<ul style="list-style-type: none"> <li>Plane Shapes and Solids</li> <li>Position and Space</li> </ul>	<ul style="list-style-type: none"> <li>Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Probability</li> <li>Data</li> </ul>

Each of these sub-strands has explicit learning outcomes that identify what children at each year level should be able to demonstrate by the end of that year. Examples of indicators are given that show what children need to demonstrate to achieve the outcomes. They are not a checklist to be systematically ticked off, but examples only. Teachers use the indicators to help make judgements about children's achievements. Teachers can develop their own indicators for the learning outcomes once familiar with the 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 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, and the number of the outcome in that sub-strand. For instance, in the Number table NWN.5.2 means Number Strand (N), Whole Number sub-strand (WN), Year 5 (5) and learning outcome 2 (2). Each indicator is labelled alphabetically using a small letter. Refer to particular outcomes and indicators using this system.

Strand	Sub-strands	Year 4	Year 5	Year 6
<b>Number</b> Apply effective strategies for numerical calculation and problem solving.	Whole Numbers	NWN.4.1 Read, represent, compare and order whole numbers up to 10 000	NWN.5.1 Read, represent, compare and order whole numbers up to 100 000	NWN.6.1 Read, represent, compare and order whole numbers up to at least 1 000 000
	Operations	NO.4.1 Solve word and number problems using addition and subtraction up to 4-digit numbers	NO.5.1 Solve word and number problems using addition and subtraction up to 5-digit numbers	NO.6.1 Solve word and number problems using addition and subtraction up to 6-digit numbers
		NO.4.2 Solve word and number problems involving multiplication of 2- and 3- digit numbers by 1-digit numbers	NO.5.2 Solve word and number problems involving multiplication of 2- and 3- digit numbers by 1- and 2-digit numbers	NO.6.2 Solve word and number problems involving multiplication of 4- and 5- digit numbers by up to 3-digit numbers
		NO.4.3 Solve word and number problems involving division of up to 3-digit numbers by 1- digit numbers	NO.5.3 Solve word and number problems involving division of up to 4-digit numbers by 1- or 2-digit numbers	NO.6.3 Solve word and number problems involving division of up to 5-digit numbers by 1- or 2-digit numbers
		NO.4.4 Solve simple mental calculations	NO.5.4 Solve more complex mental calculations	NO.6.4 Solve mental calculations by applying a range of strategies
	Fractions and Decimals	NFD.4.1 Demonstrate understanding of simple fractions and ratios	NFD.5.1 Solve problems related to fractions, decimals and ratios	NFD.6.1 Solve problems related to fractions, decimals, ratios and percentage

Strand	Sub-strands	Year 4	Year 5	Year 6
<b>Measurement</b> Demonstrate skills of estimation and measurement in a range of contexts, using appropriate units, instruments and formulae.	Length	ML.4.1 Estimate, measure, compare and solve simple problems relating to length and perimeter, using standard units	ML.5.1 Estimate, measure, compare and solve problems relating to length and perimeter, using appropriate standard units	ML.6.1 Apply estimation and measurement skills to practical problems involving length and perimeter
	Area	MA.4.1 Estimate, measure and compare the area of squares and rectangles using non-standard and standard units	MA.5.1 Estimate, measure, compare and solve problems relating to the area of squares, rectangles and triangles using appropriate standard units	MA.6.1 Apply estimation and measurement skills to practical problems involving area of quadrilaterals, triangles and complex shapes
	Mass	MM.4.1 Estimate, measure, compare and solve simple problems relating to the mass of objects, using standard units	MM.5.1 Estimate, measure, compare and solve problems relating to the mass of objects, using appropriate standard units	MM.6.1 Apply estimation and measurement skills to practical problems involving mass
	Capacity and Volume	MMCV.4.1 Estimate, measure, compare and solve simple problems relating to capacity and volume using standard units	MMCV.5.1 Estimate, measure, compare and solve problems relating to the capacity and volume of objects, using appropriate standard units	MMCV.6.1 Apply estimation and measurement skills to practical problems involving capacity and volume
	Time	MT.4.1. Interpret calendars, describe time relationships, estimate and read the time in 5-minute intervals	MT.5.1 Interpret calendars, convert units of time, estimate and read the time in 1-minute intervals	MT.6.1 Estimate and read time accurately in a range of ways and solve real life problems relating to time
	Money	MMO.4.1 Estimate and solve real life problems involving changing money and giving change	MMO.5.1 Estimate and solve problems involving everyday calculations relating to purchasing and sales	MMO.6.1 Estimate and solve real life problems relating to percentage of sums of money and banking

Strand	Sub-strands	Year 4	Year 5	Year 6
<b>Geometry</b> Demonstrate an understanding of geometric reasoning and spatial awareness and analyse mathematically the spatial features of objects.	Plane Shapes and Solids	GPSS.4.1 Recognise, represent, compare and describe lines, angles, plane shapes and solids	GPSS.5.1 Represent, compare and classify lines, angles, plane shapes and solids	GPSS.6.1 Represent, classify and describe lines, angles, plane shapes and solids
	Position and Space	GO.4.1 Use simple maps and grids to represent position and follow directions	GO.5.1 Create, interpret and follow directions using simple maps	GO.6.1 Use a variety of mapping skills to create and interpret maps
<b>Patterns</b> Recognise, describe and represent patterns and relationships and apply algebraic techniques to solve problems.	Patterns	PP.4.1 Create, describe, represent and extend whole number and simple geometric patterns	PP.5.1 Create, represent, explain and extend number and geometric patterns	PP.6.1 Create, represent, analyse and extend complex number and geometric patterns
<b>Chance and Data</b> Collect, organise, present and analyse data and use probabilities to draw conclusions and make predictions.	Probability	CDP.4.1 Predict, compare and sort the likelihood of events occurring in everyday life and in simple games	CDP.5.1 Predict, compare, order and explain the likely results of events and games involving chance	CDP.6.1 Predict, record, compare and order the likely outcomes of events and games and represent as fractions or percentage
	Data	CDD.4.1 Collect, organise represent and interpret simple data	CDD.5.1 Collect, organise, represent and interpret data using tables and graphs	CDD.6.1 Organise and represent data in a variety of ways and interpret the results



# NUMBER

## Whole Numbers

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	NWN.4.1 Read, represent, compare and order whole numbers up to 10 000	NWN.5.1 Read, represent, compare and order whole numbers up to 100 000	NWN.6.1 Read, represent, compare and order whole numbers up to at least 1 000 000
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. reads and writes whole numbers in words and numerals up to 10 000</li> <li>b. knows and uses cardinal and ordinal numbers</li> <li>c. orders whole numbers to at least 10 000</li> <li>d. recognises odd, even and simple square numbers</li> <li>e. decomposes and composes numbers up to four digits using expanded notation e.g. <math>5429 = 5000 + 400 + 20 + 9</math></li> <li>f. shows the relationship between two numbers using the symbols (<math>=</math> or <math>\neq</math>, <math>&lt;</math> or <math>&gt;</math>)</li> <li>g. sequences 4-digit numbers in ascending and descending order</li> <li>h. identifies the number before and after a given two-, three- or four-digit number</li> <li>i. counts forwards and backwards using multiples of 2, 3, 4, 5, 10 and 100 and different starting points</li> <li>j. states the place value of digits in 2-, 3- or 4-digit numbers e.g. in the number 3 426, the 3 represents 3 000 or 3 thousand</li> <li>k. round off to the nearest ten, hundred, and thousand</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. reads and writes whole numbers in words and numerals up to 100 000</li> <li>b. orders whole numbers to at least 100 000</li> <li>c. identifies prime, composite and square numbers</li> <li>d. decomposes and composes numbers up to 5-digits using expanded notation e.g. <math>74\,925 = 70\,000 + 4\,000 + 900 + 20 + 5</math></li> <li>e. shows the relationship between two numbers using the symbols (<math>=</math> or <math>\neq</math>, <math>&lt;</math> or <math>&gt;</math>)</li> <li>f. sequences 5-digit numbers in ascending and descending order</li> <li>g. identifies the number before and after a given 4- or 5-digit number</li> <li>h. counts forwards and backwards using multiples of 6, 7, 8, 9, 100, 1 000 and different starting points</li> <li>i. shows the place value of digits in 3-, 4- and 5-digit numbers e.g. in the number 53 426, the 5 represent 500 000 or 5 hundred thousand</li> <li>j. rounds off to the nearest ten thousand</li> <li>k. recognises, reads and writes simple Roman numerals</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. reads and writes whole numbers in words and numerals up to 1 000 000</li> <li>b. orders whole numbers using place value up to 1 000 000</li> <li>c. identifies prime, composite, square and triangle numbers</li> <li>d. decomposes and composes numbers up to six digits using expanded notation e.g. <math>76\,5429 = 700\,000 + 60\,000 + 5\,000 + 400 + 20 + 9</math></li> <li>e. shows the relationship between two numbers using the symbols (<math>=</math> or <math>\neq</math>, <math>&lt;</math> or <math>&gt;</math>)</li> <li>f. sequences 6-digit numbers in ascending and descending order</li> <li>g. rounds off to the nearest hundred thousand</li> <li>h. recognises, reads and writes Roman numerals</li> </ul>

## Operations

Year Level	Year 4	Year 5	Year 6
Sub-strand Outcomes	NO.4.1 Solve word and number problems using addition and subtraction up to 4-digit numbers	NO.5.1 Solve word and number problems using addition and subtraction up to 5-digit numbers	NO.6.1 Solve word and number problems using addition and subtraction up to 6-digit numbers
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. understands that the order of addition does not affect the answer (commutative and associative laws)</li> <li>b. finds the sum of two or more numbers up to 4 digits</li> <li>c. solves addition problems up to 4 digits with and without trading</li> <li>d. understands that the order of subtraction cannot be changed and must be respected</li> <li>e. calculates the difference between two numbers up to 4 digits</li> <li>f. solve subtraction problems up to 4 digits with and without trading</li> <li>g. knows and understands the relationship between addition and subtraction</li> <li>h. uses place value to set out addition and subtraction problems correctly in columns</li> <li>i. interprets word problems and solves them using addition or subtraction</li> <li>j. respects the order of operations</li> <li>k. makes estimates in addition and subtraction</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. understands that the order of addition does not affect the answer (commutative and associative laws)</li> <li>b. finds the sum of two or more numbers up to 5 digits</li> <li>c. solves addition problems up to 5 digits with and without trading</li> <li>d. understands that the order of subtraction cannot be changed and must be respected</li> <li>e. calculates the difference between two numbers up to 5 digits</li> <li>f. solves subtraction problems up to 5 digits with and without trading</li> <li>g. knows and understands the relationship between addition and subtraction</li> <li>h. uses place value to set out addition and subtraction problems correctly in columns</li> <li>i. interprets word problems and solves them using addition or subtraction</li> <li>j. respects the order of operations</li> <li>k. makes estimates in addition and subtraction</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. understands that the order of addition does not affect the answer (commutative and associative laws)</li> <li>b. finds the sum of two or more numbers up to 6 digits</li> <li>c. solves addition problems up to 6 digits with and without trading</li> <li>d. understands that the order of subtraction cannot be changed and must be respected</li> <li>e. calculates the difference between two numbers up to 6 digits</li> <li>f. solves subtraction problems up to 6 digits with and without trading</li> <li>g. applies the relationship between addition and subtraction</li> <li>h. uses place value to set out addition and subtraction problems correctly in columns</li> <li>i. interprets word problems and solves them using addition and/or subtraction</li> <li>j. solve problems that involve both addition and subtraction</li> <li>k. respects the order of operations</li> <li>l. makes accurate estimates in addition and subtraction</li> <li>m. applies appropriate knowledge of addition and subtraction to solve practical problems e.g. money, length, mass...</li> </ul>

## Operations

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	NO.4.2 Solve word and number problems involving multiplication of 2- and 3-digit numbers by 1-digit numbers	NO.5.2 Solve word and number problems involving multiplication of 2- and 3-digit numbers by 1- and 2-digit numbers	NO.6.2 Solve word and number problems involving multiplication of 4- and 5-digit numbers by up to 3-digit numbers
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and uses vocabulary of multiplication: multiple, factor, product</li> <li>b. understands and applies the properties of multiplication: commutative and associative laws</li> <li>c. finds the product of 2- and 3-digit numbers by 1-digit numbers</li> <li>d. solves multiplication problems of 2- and 3-digit numbers by 1-digit numbers with and without trading</li> <li>e. knows and understands the relationship between addition and multiplication e.g. <math>3 + 3 + 3 + 3 = 12</math>, <math>4 \times 3 = 12</math></li> <li>e. uses place value to set out multiplication problems correctly in columns</li> <li>f. interprets word problems and solves them using multiplication</li> <li>g. respects the order of operations</li> <li>h. makes estimates in multiplication</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and uses vocabulary of multiplication: multiple, factor, product</li> <li>b. understands and applies the properties of multiplication: commutative and associative laws</li> <li>c. finds the product of 2- and 3-digit numbers by 1- and 2-digit numbers</li> <li>d. solves multiplication problems of 2- and 3-digit numbers by 1- and 2-digit numbers with and without trading</li> <li>e. knows and understands the relationship between addition and multiplication</li> <li>f. knows and understands the relationship between multiplication and division</li> <li>g. uses place value to set out multiplication problems correctly in columns</li> <li>h. interprets word problems and solves them using multiplication</li> <li>i. respects the order of operations</li> <li>j. makes estimates in multiplication</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and uses vocabulary of multiplication: multiple, factor, product</li> <li>b. understands and applies the properties of multiplication: commutative, associative and distributive laws; any number multiplied by zero = zero</li> <li>c. finds the product of 4- and 5-digit numbers by up to 3-digit numbers</li> <li>d. solves multiplication problems of 4- and 5-digit numbers by up to 3-digit numbers with and without trading</li> <li>e. knows and understands the relationship between addition and multiplication</li> <li>f. knows and understands the relationship between multiplication and division</li> <li>g. uses place value to set out multiplication problems correctly in columns</li> <li>h. interprets word problems and solves them using multiplication</li> <li>i. respects the order of operations</li> <li>j. makes estimates in multiplication</li> <li>k. applies appropriate multiplication knowledge to solve practical problems e.g. money, length, mass...</li> </ul>

## Operations

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	NO.4.3 Solve word and number problems involving division of up to 3-digit numbers by 1-digit numbers	NO.5.3 Solve word and number problems involving division of up to 4-digit numbers by 1- or 2-digit numbers	NO.6.3 Solve word and number problems involving division of up to 5-digit numbers by 1- or 2-digit numbers
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and uses the vocabulary of division: dividend, divisor, quotient</li> <li>b. applies the meaning of division: sharing/dividing objects into groups</li> <li>c. finds the quotient of 3 digit-numbers by 1-digit numbers with no remainders</li> <li>d. solves division problems of 3-digit numbers by 1-digit numbers with no remainders</li> <li>e. uses the method of sharing and dividing in practical problems</li> <li>f. knows and understands the relationship between division and multiplication e.g. <math>12 \div 3 = 4</math>, <math>3 \times 4 = 12</math></li> <li>g. uses place value to set out division problems correctly in columns</li> <li>h. interprets simple word problems and solve them using division</li> <li>i. respects the order of operations</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and uses the vocabulary of division: dividend, divisor, quotient, remainder</li> <li>b. identifies in division problems, the dividend, divisor, the quotient and the remainder</li> <li>c. applies the meaning of division: sharing/dividing objects into groups</li> <li>d. finds the quotient of 4-digit numbers by 1- or 2-digit numbers with and without remainders</li> <li>e. solves division problems of 4-digit numbers by 1- or 2-digit numbers with and without remainders</li> <li>f. applies division in practical problems</li> <li>g. knows and understands the relationship between division and multiplication</li> <li>h. uses place value to set out short and long division problems correctly in columns</li> <li>i. interprets word problems and solves them using division</li> <li>j. respects the order of operations</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and uses the vocabulary of division: dividend, divisor, quotient, remainder, divisible</li> <li>b. identifies, in division problems, the dividend, divisor, the quotient and the remainder</li> <li>c. applies the rules of dividing by 2, 5, 10, 3, and 9</li> <li>d. finds the quotient of 5-digit numbers by 1- or 2-digit numbers with and without remainders</li> <li>e. solves division problems of 5-digit numbers by 1- or 2-digit numbers with and without remainders</li> <li>f. knows and understands the relationship between division and multiplication</li> <li>g. uses place value to set out short and long division problems correctly in columns</li> <li>h. interprets word problems and solves them using division</li> <li>i. respect the order of operations</li> <li>j. understands and applies appropriate division knowledge to solve practical problems e.g. money, length, mass...</li> </ul>

## Operations

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	NO.4.4 Solve simple mental calculations	NO.5.4 Solve more complex mental calculations	NO.6.4 Solve mental calculations by applying a range of strategies
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and identifies odd and even numbers</li> <li>b. memorises addition and subtraction tables from 1-9</li> <li>c. memorises multiplication tables for 1, 2, 3, 4, 5, 10</li> <li>d. calculates mentally the sum, the difference and the product of numbers</li> <li>e. uses the rules to multiply by 10, 100, 1 000</li> <li>f. writes whole numbers and simple fractions in words and numbers</li> <li>g. represents simple square numbers</li> <li>h. understands and applies rules of divisibility by 2, 5, 10 and 3</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and identifies odd, even, prime and composite numbers</li> <li>b. applies addition and subtraction tables from 1-9</li> <li>c. memorises and applies multiplication and division tables for 6, 7, 8, 9</li> <li>d. calculates mentally the sum, the difference, the product and quotient of numbers</li> <li>e. applies the rules of multiplication by 10, 100, 1 000 to convert units of measurement</li> <li>f. writes whole numbers, fractions and decimals (tenths, hundredths) in words and numbers</li> <li>g. represents and calculates square numbers</li> <li>h. understands and applies rules of divisibility by 2, 5, 10, 3 and 9</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and identifies odd, even, prime and composite numbers</li> <li>b. applies addition and subtraction tables from 1-9</li> <li>c. applies all multiplication and division tables</li> <li>d. calculates mentally the sum, the difference, the product and quotient of numbers</li> <li>e. applies the rules of multiplication and division by 10, 100, 1 000 to convert units of measurements</li> <li>f. writes whole numbers, fractions and decimals (tenths, hundredths, thousandths) in words and numbers</li> <li>g. uses rules to calculate square and triangular numbers</li> <li>h. understands and applies rules of divisibility by 2, 5, 10, 3 and 9</li> </ul>

## Fractions and Decimals

Year Level	Year 4	Year 5	Year 6
Sub-strand Outcomes	NFD.4.1 Demonstrate understanding of simple fractions and ratios	NFD.5.1 Solve problems related to fractions, decimals and ratios	NFD.6.1 Solve problems related to fractions, decimals, ratios and percentage
Indicators	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and uses vocabulary of fractions: numerator, denominator, proper fractions, unit fractions, halves, quarters, thirds</li> <li>b. recognises that fractions represent part of a whole</li> <li>c. recognises that the top number is the numerator and tells how many parts out of the whole</li> <li>d. recognises that the bottom number is the denominator and tells how many parts are in the whole or represents simple fractions and equivalent fraction e.g. <math>\frac{1}{2} = \frac{2}{4}</math> using concrete materials, drawings and standard notation</li> <li>e. recognise unit fractions e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and uses them to find fractions of shapes and numbers</li> <li>f. represents simple fractions on number lines</li> <li>g. understands, reads and writes simple fractions in words and standard notation</li> <li>h. adds and subtracts simple fractions less than one whole with the same denominator</li> <li>i. solves problems involving simple ratios</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows represents and uses vocabulary of fractions: improper fractions, mixed numbers, tenths, hundredths</li> <li>b. calculates equivalent fractions</li> <li>c. converts improper fractions to mixed numbers and vice versa using concrete materials, drawings</li> <li>d. adds and subtracts fractions with the same denominator</li> <li>e. multiplies fractions by whole numbers</li> <li>f. calculates fractions of quantities</li> <li>g. knows and uses vocabulary for decimals: decimal point, tenths, hundredths</li> <li>h. understands place value, reads and writes decimals in words and numbers</li> <li>i. converts decimals to fractions and vice versa</li> <li>j. adds and subtracts decimals (tenths and hundredths)</li> <li>k. multiplies decimals by whole numbers</li> <li>l. rounds off decimals to the nearest tenth</li> <li>m. compares decimal numbers using (<math>=</math> or <math>\neq</math>, <math>&lt;</math> or <math>&gt;</math>) and order them</li> <li>n. solves simple ratio problems</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows represents and uses vocabulary of fractions: equivalent fractions, simplify, lowest common multiple, lowest common denominator, fractions in simplest form</li> <li>b. converts improper fractions to mixed numbers and vice versa</li> <li>c. adds and subtracts fractions with different denominators</li> <li>d. multiplies fractions by whole numbers</li> <li>e. expresses fractions in their simplest form</li> <li>f. understands place value, reads and writes decimals and fractions in words and numbers</li> <li>g. converts, adds and subtracts decimals (tenths, hundredths and thousandths)</li> <li>h. multiplies two decimal numbers</li> <li>i. divides decimals by whole numbers</li> <li>j. rounds off decimals to the nearest tenth and hundredth</li> <li>k. compares two decimal numbers using (<math>=</math> or <math>\neq</math>, <math>&lt;</math> or <math>&gt;</math>) and order them</li> <li>l. solves problems and applies percentages and ratios in real life situations</li> </ul>

## MEASUREMENT

### Length

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	ML.4.1 Estimate, measure, compare and solve simple problems relating to length and perimeter, using standard units	ML.5.1 Estimate, measure, compare and solve problems relating to length and perimeter, using appropriate standard units	ML.6.1 Apply estimation and measurement skills to practical problems involving length and perimeter
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises millimetres (mm), centimetres (cm) and metres (m) as standard units of length</li> <li>b. measures lengths and expresses them using conventional units</li> <li>c. converts larger units of length to smaller units</li> <li>d. solves simple problems using concrete materials and measuring equipment</li> <li>e. explains the relationships between units of length: metres, centimetres and millimetres</li> <li>f. defines the meaning of perimeter</li> <li>g. applies the formula for perimeter</li> <li>h. estimates and uses appropriate standard units to measure length and perimeter in metres, centimetres and millimetres</li> <li>i. knows and uses vocabulary relating to length and perimeter</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. measures lengths using conventional units</li> <li>b. identifies and compares the relationships that exist between units of length - millimetres (mm), centimetres (cm) and metres (m), kilometres (km)</li> <li>c. converts units of length</li> <li>d. estimates measurements of length</li> <li>e. solves real life problems involving measurement of length</li> <li>f. calculates the perimeter of squares, rectangles and triangles</li> <li>g. completes calculations for length and perimeter</li> <li>h. knows and uses vocabulary relating to length and perimeter</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and compares relationships between units of length</li> <li>b. converts units of length involving decimal numbers</li> <li>c. applies accurate estimates of length to real life situations</li> <li>d. solves problems involving measurements of length</li> <li>e. calculates the perimeter of polygons, such as squares, rectangles, and equilateral triangles</li> <li>f. measures and justifies appropriate units of measurement</li> <li>g. uses vocabulary relating to length and perimeter</li> </ul>

**Area**

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	MA.4.1 Estimate, measure and compare the area of squares and rectangles using non-standard and standard units	MA.5.1 Estimate, measure, compare and solve problems relating to the area of squares, rectangles and triangles using appropriate standard units	MA.6.1 Apply estimation and measurement skills to practical problems involving area of quadrilaterals, triangles and complex shapes
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. compares flat surfaces in terms of their size</li> <li>b. measures and expresses the area of a surface using non-standard units</li> <li>c. converts larger units of area to smaller units</li> <li>d. calculates the area of squares and rectangles using grids</li> <li>e. explains the meaning of the word area and surface</li> <li>f. compares and differentiates between perimeter and area</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. defines conventional units of area (<math>\text{cm}^2</math>, <math>\text{m}^2</math>)</li> <li>b. identifies and compares the relationships between units of area</li> <li>c. calculates the area of squares, rectangles and triangles using standard units</li> <li>d. solves problems and completes exercises involving calculation of area</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and uses the appropriate standard units of area</li> <li>b. identifies and compares the relationships between conventional units of area (from <math>\text{km}^2</math> to <math>\text{m}^2</math>) and hectares, the measurement used for an area of land</li> <li>c. applies estimates of area to real life situations</li> <li>d. converts units of area</li> <li>e. applies formulae to calculate the area of the following figures: <ul style="list-style-type: none"> <li>▪ squares, rectangles, triangles</li> <li>▪ trapeziums, parallelograms, and diamond shapes</li> <li>▪ complex figures, by means of composing and decomposing them into simple figures</li> <li>▪ faces of rectangular prism</li> </ul> </li> <li>f. solves problems and completes exercises involving calculations of area</li> </ul>



**Mass**

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	MM.4.1 Estimate, measure, compare and solve simple problems relating to the mass of objects, using standard units	MM.5.1 Estimate, measure, compare and solve problems relating to the mass of objects, using appropriate standard units	MM.6.1 Apply estimation and measurement skills to practical problems involving mass
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. uses balance scales to compare the mass of certain objects</li> <li>b. determines the mass of objects using conventional units - kilograms (kg), grams (g), milligrams (mg)</li> <li>c. converts larger units of mass to smaller units</li> <li>d. solves problems that involve mass</li> <li>e. estimates and compares the mass of objects without weighing them</li> <li>f. recognises and uses mathematical vocabulary to compare different weights such as 'as heavy as', 'lighter than', 'heavy, heavier, heaviest'</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. uses weights and balance scales to determine the mass of objects</li> <li>b. uses conventional units to describe the mass of objects</li> <li>c. converts units of mass</li> <li>d. establishes and compares the relationship between units of mass (kilograms, grams, milligrams)</li> <li>e. solves problems involving units of mass</li> <li>f. estimates and compares the mass of objects</li> <li>g. completes calculations involving mass</li> <li>h. compares and orders objects in order of mass</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. determines the mass of objects using scales</li> <li>b. establishes and compares the relationships between the units of mass (tonnes, kilograms, grams, milligrams)</li> <li>c. converts units of mass</li> <li>d. solves practical problems that involve measurements of mass</li> <li>e. estimates and compares the mass of objects</li> <li>f. applies accurate estimates of mass to real life situations</li> </ul>

## Capacity and Volume

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	MMCV.4.1 Estimate, measure, compare and solve simple problems relating to capacity and volume using standard units	MMCV.5.1 Estimate, measure, compare and solve problems relating to the capacity and volume of objects, using appropriate standard units	MMCV.6.1 Apply estimation and measurement skills to practical problems involving capacity and volume
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises the units of capacity: litre (ℓ), millilitre (mℓ)</li> <li>b. uses instruments for measuring capacity correctly (ℓ, <math>\frac{1}{2}\ell</math>, <math>\frac{1}{4}\ell</math>)</li> <li>c. converts larger units of capacity to smaller units</li> <li>d. compares different solids according to their volume</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. measures and expresses conventional units of capacity</li> <li>b. converts units of capacity</li> <li>c. solves problems that involve the measurement of capacity</li> <li>d. determines the volume of objects by handling them</li> <li>e. identifies units of measurement of volume</li> <li>f. identifies and understands the relationship between capacity and volume</li> <li>g. establishes the volume of a body using conventional units – cubic metres (m<sup>3</sup>) cubic centimetres (cm<sup>3</sup>)</li> <li>h. converts units of volume</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. establishes and compares the relationships between units of capacity</li> <li>b. completes exercises and solves practical problems involving measurements of capacity</li> <li>c. identifies, understands and compares the relationships between the units of volume</li> <li>d. converts units of volume</li> <li>e. calculates the volume of cubes, and rectangular prisms</li> <li>f. recognises and applies the relationship between capacity and volume</li> <li>g. converts units of volume to units of capacity and vice versa</li> <li>h. solves problems and does exercises related to the calculation of volumes</li> </ul>

## Time

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	MT.4.1. Interpret calendars, describe time relationships, estimate and read the time in 5-minute intervals	MT.5.1 Interpret calendars, convert units of time, estimate and read the time in 1-minute intervals	MT.6.1 Estimate and read time accurately in a range of ways and solve real life problems relating to time
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. distinguishes an instant from a duration</li> <li>b. tells the time in 5-minute intervals from a clock face with hands</li> <li>c. knows and converts units of time (years, months, weeks, days, hours, minutes)</li> <li>d. reads and uses the calendar</li> <li>e. identifies and compares the relationships between different units of time</li> <li>f. completes simple calculations involving time</li> <li>g. interprets and represents events on simple timelines/time stories</li> <li>h. interprets simple timetables</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. tells the time in 1 minute intervals</li> <li>b. calculates duration in seconds, minutes, hours, days, weeks, months, years</li> <li>c. interprets different calendar formats</li> <li>d. compares and converts time relationships</li> <li>e. identifies how many years in a decade, century and a millennium</li> <li>f. reads and changes digital time to analogue time and vice versa</li> <li>g. interprets and represents events on timelines/time stories</li> <li>h. interprets timetables</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and compares the relationships between different units of time</li> <li>b. solves problems involving measurements of duration</li> <li>c. recognises and differentiates between 'am' and 'pm'</li> <li>d. solves real life problems involving the measurement of time</li> <li>e. compares and converts time relationships</li> <li>f. changes time from a 12 hour clock to a 24 hour clock</li> <li>g. estimates and solves problems involving measurement of time and duration in 24 hour time</li> <li>h. interprets and represents events on timelines/time stories</li> <li>i. interprets timetables</li> </ul>

## Money

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	MMO.4.1 Estimate and solve real life problems involving changing money and giving change	MMO.5.1 Estimate and solve problems involving everyday calculations relating to purchasing and sales	MMO.6.1 Estimate and solve real life problems relating to percentage of sums of money and banking
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. uses different coins and notes to represent amounts of money</li> <li>b. identifies and uses correct names for coins and notes</li> <li>c. reads and writes amounts of money up to VT10 000 in words and numerals</li> <li>d. gives and receives change from VT10 000</li> <li>e. solves money problems up to VT10 000 using the four operations</li> <li>f. knows and uses mathematical vocabulary relating to money</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. reads and writes amounts of money up to VT100 000 in words and numerals</li> <li>b. gives and receives change from VT100 000</li> <li>c. solves money problems up to VT100 000 using the four operations</li> <li>d. creates, records and calculates simple transactions involving sales and purchases</li> <li>e. knows and uses mathematical vocabulary relating to money</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. solves money problems up to VT1 000 000 using the four operations</li> <li>b. understands the relationships between Vatu and familiar foreign currencies</li> <li>c. creates and records simple transactions involving sales and purchases</li> <li>d. creates and keeps records of banking transactions</li> <li>e. knows and uses mathematical vocabulary relating to money</li> </ul>

# GEOMETRY

## Plane Shapes and Solids

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	GPSS.4.1 Recognise, represent, compare and describe lines, angles, plane shapes and solids	GPSS.5.1 Represent, compare and classify lines, angles, plane shapes and solids	GPSS.6.1 Represent, classify and describe lines, angles, plane shapes and solids
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises, describes using correct terminology and constructs parallel, perpendicular, straight, vertical, horizontal and diagonal lines</li> <li>b. compares angles: right angles, acute and obtuse angles</li> <li>c. constructs simple geometrical shapes: squares and rectangles</li> <li>d. knows, compares and describes geometrical vocabulary: triangle, rectangle, equilateral triangle, square, diamond, circle, vertex, side, angle, centre</li> <li>e. recognises, describes, names and constructs geometrical shapes: square, rectangle, diamond, triangle</li> <li>f. knows and uses vocabulary of solids: faces, edges, vertices, nets, cubes, rectangular prisms</li> <li>g. describes the properties and features of solids: faces, edges, vertices</li> <li>h. manipulates, recognises and describes solids: cubes, rectangular prisms, cones, pyramids and cylinders</li> <li>i. recognises and describes solids in real life situations</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. constructs, compares and classifies vertical lines, horizontal lines, parallel lines, diagonal lines, perpendicular lines, straight lines and plane shapes</li> <li>b. constructs, compares and classifies angles, right angles, acute angles, obtuse angles</li> <li>c. knows and compares geometrical vocabulary: triangles, rectangles, equilateral triangles, height of triangle, squares, diamonds, circle, vertices, sides, angles, centre, radius, diameter, circumference, bisect</li> <li>d. uses different geometrical instruments to construct plane shapes</li> <li>e. recognises, compares and classifies plane shapes which have been reduced or enlarged</li> <li>f. knows and uses geometrical vocabulary of solids: faces, edges, vertices, nets, cubes, rectangular prisms</li> <li>g. constructs cubes and rectangular prisms using nets</li> <li>h. recognises and classifies solids (cubes, rectangular prisms, cones, pyramids, cylinders and spheres)</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and uses geometrical vocabulary: scalene triangles, isosceles triangles, equilateral triangles, diamonds, parallelograms, trapezoids, hexagons, regular and irregular polygons, circles, vertices, sides, angles, centre, radius, diameter, circumference</li> <li>b. uses different geometrical instruments to construct angles: right angles, acute angles and obtuse angles, straight angles</li> <li>c. uses different techniques to expand or to reduce the size of plane shapes</li> <li>d. uses different geometrical instruments to measure, construct lines, angles and plane shapes</li> <li>e. knows and uses geometrical vocabulary of solids: faces, edges, vertices, nets, cubes, rectangular prisms, cylinders</li> <li>f. constructs nets for cubes, rectangular prisms and cylinders</li> <li>g. knows the properties, classifies and constructs solids: rectangular prisms and cylinders</li> </ul>

## Position and Space

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	GO.4.1 Use simple maps and grids to represent position and follow directions	GO.5.1 Create, interpret and follow directions using simple maps	GO.6.1 Use a variety of mapping skills to create and interpret maps
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and uses the vocabulary for position, location and orientation: north, south, east, west, coordinates</li> <li>b. finds a position on squared paper by using the number and the letter (coordinates)</li> <li>c. knows the four compass directions on maps and uses them to find the location of objects and places</li> <li>d. gives and follows directions to find the position of an object or place</li> <li>e. describes locations related to a person and his/her environment</li> <li>f. gives and follows directions using a simple map or plan</li> <li>g. plays games associated with position or location e.g. battleships, tic-tac-toe, crosswords</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and uses the vocabulary for position, location and orientation: northeast, northwest, southeast, southwest, coordinates, key or legend</li> <li>b. uses a map to show directions to local landmarks e.g. store, church, hall, kindergarten</li> <li>c. interprets symbols on simple maps using the key</li> <li>d. uses compass points and coordinates to find locations on maps</li> <li>e. plays games using coordinates</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and uses the vocabulary for position, location and orientation: scale, symbols, coordinates, key or legend</li> <li>b. shows directions on maps of how to get from one place to another</li> <li>c. reads and understands how to interpret the scale on maps</li> <li>d. uses scales on maps to calculate the real distance between two places</li> <li>e. creates simple maps using keys, scale and compass points</li> </ul>

## PATTERNS

### Patterns

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	PP.4.1 Create, describe, represent and extend whole number and simple geometric patterns	PP.5.1 Create, represent, explain and extend number and geometric patterns	PP.6.1 Create, represent, analyse and extend complex number and geometric patterns
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. creates, describes, represents patterns of geometric shapes and patterns of colours</li> <li>b. identifies and creates geometric patterns and makes predictions using these patterns</li> <li>c. creates, extends and describes number patterns using whole numbers and explain the rules</li> <li>d. knows and uses relationships between multiples of numbers e.g. 5, 10, 15, 20 or between 30, 60, 90 ....</li> <li>e. understands and applies rules to create patterns</li> <li>f. represents number patterns on number lines and in tables</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies the rules and recreates geometric patterns found in the environment and custom arts</li> <li>b. creates and extends number patterns for whole numbers using the four operations</li> <li>c. extends simple number patterns using decimals</li> <li>d. represents number patterns on number lines and in tables</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. creates and describes number patterns using whole numbers involving all four operations</li> <li>b. extends number patterns using decimals and fractions with the same denominator</li> <li>c. analyses and describes geometric and number patterns</li> <li>d. compares and orders numbers in ascending and descending orders</li> <li>e. represents number patterns on number lines and in tables</li> </ul>

## CHANCE AND DATA

### Probability

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CDP.4.1 Predict, compare and sort the likelihood of events occurring in everyday life and in simple games	CDP.5.1 Predict, compare, order and explain the likely results of events and games involving chance	CDP.6.1 Predict, record, compare and order the likely outcomes of events and games and represent as fractions or percentage
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. compares and orders chance events from least likely to happen to most likely</li> <li>b. predicts the possibility of daily events and orders their chance of occurring</li> <li>c. explains probability of events which can happen or cannot happen</li> <li>d. predicts results of games of chance</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. predicts, performs and records results of simple chance games</li> <li>b. orders the likelihood of simple events on a number line from zero to 1</li> <li>c. identifies, predicts and describes the likelihood of events occurring in everyday life</li> <li>d. identifies and presents all the possible outcomes in a simple probability experiment</li> <li>e. identifies everyday events where one cannot happen if the other happens</li> <li>f. predicts results of games of chance</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises and classifies events that are more predictable than others</li> <li>b. predicts probabilities using fractions, decimals and percentages</li> <li>c. predicts and records results of probability experiments</li> <li>d. predicts results of games of chance</li> </ul>



**Data**

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CDD.4.1 Collect, organise, represent and interpret simple data	CDD.5.1 Collect, organise, represent and interpret data using tables and graphs	CDD.6.1 Organise and represent data in a variety of ways and interpret the results
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. collects data by conducting surveys</li> <li>b. collects and shows information using tallies</li> <li>c. identifies, organises and displays data using lists, tables, picture graphs and column graphs</li> <li>d. reads and interprets data from picture graphs and column graphs</li> <li>e. uses simple scales to represent data on picture and column graphs</li> <li>f. knows and uses vocabulary: data, picture graph, column graph, survey, tally, scale, table</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. constructs and answers questions to gather information from tables, graphs and charts</li> <li>b. collects, organises and interprets data using tables and diagrams</li> <li>c. represents, reads and interprets data from column graphs and bar graphs</li> <li>d. uses scales to represent data on column graphs and bar graphs</li> <li>e. knows and uses vocabulary: data, picture graph, column graph, survey, tally, scale, table, bar graph</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. constructs and answers questions to gather information from tables, graphs and charts</li> <li>b. collects, organises and interprets data using tables, diagrams and charts</li> <li>c. represents, reads and interprets data using column graphs, bar graphs, point graphs and line graphs</li> <li>d. uses scales to represent data on column graphs, bar graphs, point graphs and line graphs</li> <li>e. knows and uses vocabulary: data, picture graph, column graph, survey, tally, scale, table, bar graph, point graph, line graph, coordinates</li> </ul>

## Section: 3

# Learning Outcomes and Activities





# NUMBER

## Whole Numbers

Year Level	Year 4	Year 5	Year 6																
<b>Sub-strand Outcomes</b>	NWN.4.1 Read, represent, compare and order whole numbers up to 10 000	NWN.5.1 Read, represent, compare and order whole numbers up to 100 000	NWN.6.1 Read, represent, compare and order whole numbers up to at least 1 000 000																
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>show and match 4-digit numerals with words</li> <li>read and write a given list of numbers in figures and in words</li> <li>write numbers in descending order</li> <li>use a number table and colour the even and odd numbers and put a cross in all the square numbers</li> <li>make the smallest and largest numbers from given digits</li> <li>use Maths Attribute Blocks (MAB) blocks to show expanded notation of numbers with 2-, 3- and 4-digit numbers</li> <li>fill in the missing operational signs to make number statements true</li> <li>sort and display numbers from lowest to highest</li> <li>represent each number on an abacus showing place value</li> <li>use number blocks to represent written numbers</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>read and match 5-digit numerals with words</li> <li>order results of a race or competition according to positions using ordinal numbers</li> <li>use 5-digit numbers to make up new numbers and ordering them from the lowest to the highest</li> <li>compare pairs of numbers using the signs <math>&lt;</math>, <math>&gt;</math> or <math>=</math>, <math>\neq</math></li> <li>round off numbers to the nearest 100 and 1 000</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>place given numbers in place value tables</li> <li>place sets of numerals in ascending and descending order</li> <li>complete charts by rounding off each number (see below)</li> </ol> <table border="1"> <thead> <tr> <th>Number</th><th>Nearest 100</th><th>Nearest 1 000</th><th>Nearest 10 000</th></tr> </thead> <tbody> <tr> <td>1 759</td><td></td><td></td><td></td></tr> <tr> <td>25 481</td><td></td><td></td><td></td></tr> <tr> <td>23 783</td><td></td><td></td><td></td></tr> </tbody> </table> <ol style="list-style-type: none"> <li>in small groups arrange given figures in a range of ways to make the largest number, the number closest to a given 5-digit number, the smallest number</li> <li>read and write a selection of given Roman numerals</li> </ol>	Number	Nearest 100	Nearest 1 000	Nearest 10 000	1 759				25 481				23 783			
Number	Nearest 100	Nearest 1 000	Nearest 10 000																
1 759																			
25 481																			
23 783																			

## Operations

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	NO.4.1 Solve word and number problems using addition and subtraction up to 4-digit numbers	NO.5.1 Solve word and number problems using addition and subtraction up to 5-digit numbers	NO.6.1 Solve word and number problems using addition and subtraction up to 6-digit numbers
<b>Activities</b>	Children could, for example: a. represent and complete addition and subtraction problems with and without carrying using MAB base 10 blocks b. complete addition problems by adding units, tens, hundreds and then thousands c. read and solve addition and subtraction word problems d. create subtraction stories to match number sentences	Children could, for example: a. find the sum or total of sets of numbers b. create an imaginary shop, selecting some items, recording the cost of each and finding the total cost c. complete addition tables d. find the missing numbers to complete number sentences and problems e. find three or more numbers which add together to total a given number f. use place value charts to arrange figures and complete addition and subtraction problems	Children could, for example: a. calculate the total cost of all items from a shopping list b. complete addition and subtraction of large numbers with and without carrying c. find the missing numbers to complete number sentences and problems d. solve written problems e. complete subtraction tables f. solve problems by finding the difference between two numbers

## Operations

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	NO.4.2 Solve word and number problems involving multiplication of 2- and 3-digit numbers by 1-digit numbers	NO.5.2 Solve word and number problems involving multiplication of 2- and 3-digit numbers by 1- and 2-digit numbers	NO.6.2 Solve word and number problems involving multiplication of 4- and 5-digit numbers by up to 3-digit numbers
<b>Activities</b>	Children could, for example: a. find multiples of 2, 3, 4, 5, 10 b. use concrete materials to represent and solve multiplication problems c. find the product of two or more given numbers d. solve real life problems using multiplication such as a mother at the market displays her oranges in 15 piles of 4 on the table (Total number of oranges for sale: $15 \times 4 = \underline{\quad}$ ) e. set out multiplication problems use place value headings and solving	Children could, for example: a. find multiples of 6, 7, 8 and 9 b. find the product of two numbers by multiplying c. solve word and number problems using multiplication (2- and 3-digit numbers by 1- and 2-digit numbers) d. apply multiplication strategies to solve real life problems such as calculating the number of coconut trees in a plantation e. represent repeated addition sentences as multiplication sentences ( $35 + 35 + 35 = 35 \times 3$ ) or vice versa	Children could, for example: a. apply the inverse relationship of multiplication and division to check answers b. complete multiplication tables c. solve word and number problems using multiplication (4- and 5-digit numbers by up to 3-digit numbers) d. apply multiplication strategies to solve real life problems

## Operations

Year Level	Year 4	Year 5	Year 6
<b>Sub strand Outcomes</b>	NO.4.3 Solve word and number problems involving division of up to 3-digit numbers by 1-digit numbers	NO.5.3 Solve word and number problems involving division of up to 4-digit numbers by 1- or 2-digit numbers	NO.6.3 Solve word and number problems involving division of up to 5-digit numbers by 1- or 2-digit numbers
<b>Activities</b>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. understand and apply the terms division, dividend, divisor and quotient  <math>325 \div 5 = 65</math>  325 is the dividend  5 is the divisor  65 is the quotient</li> <li>b. complete multiplication and division facts from a range of diagrams and situations</li> <li>c. find the missing numbers in a range of division number sentences</li> <li>d. write division number sentences to represent diagrams that show sharing problems</li> </ul>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. find the quotient and remainder in division problems</li> <li>b. complete division problems using short or long methods (with and without remainders)</li> <li>c. interpret stories to do with sharing and representing them as division problems</li> <li>d. identify situations in real life where division strategies are used such as planting the garden</li> </ul>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. apply the rules of dividing by 2, 5, 10, 3 and 9</li> <li>b. complete division problems using short or long methods (with remainders expressed as decimals)</li> <li>c. solve situations in real life using division strategies</li> </ul>

## Operations

Year Level	Year 4	Year 5	Year 6
Sub-strand Outcomes	NO.4.4 Solve simple mental calculations	NO.5.4 Solve more complex mental calculations	NO.6.4 Solve mental calculations by applying a range of strategies
Activities	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>listen to a list of addition and subtraction problems, and give answers within the required time</li> <li>listen to multiplication tables and give answers within the required time</li> <li>indicate odd or even numbers when listening to a list of numbers</li> <li>listen to a list of numbers and write either in numerals or in words within the required time; repeat with simple fractions</li> <li>listen to a list of standard units of measurement and convert them to the required units in a given time e.g. convert kg to g, m to cm</li> <li>stand in a circle listening to numbers read, and step in if the number is divisible by 5. He/she loses if the number is not a multiple of 5 (repeat this with 2, 10).</li> <li>use number facts and place value to add, subtract and multiply, mentally e.g. <math>27 + 35</math>: <math>27 + 30 = 57 + 5 = 62</math> or <math>20 + 30 = 50</math> and <math>7 + 5 = 12</math>, <math>50 + 12 = 62</math></li> <li>memorise multiplication tables: 2, 3, 4, 5, 10</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>listen to a list of addition and subtraction problems, and give answers within the required time</li> <li>listen to multiplication tables or division problems and give answers within the required time</li> <li>indicate prime or composite numbers by writing yes or no when listening to a list of numbers</li> <li>listen to a list of standard units of measurement and convert them to required units in a given time (l to ml, m to mm)</li> <li>listen to a list of whole numbers, fractions or decimals and write either in numerals or in words in the required time</li> <li>listen to a list of numbers and identify the square numbers</li> <li>stand in a circle listening to numbers read, and step in if the number is divisible by 3. He/she loses if the number is not a multiple of 3 (repeat this with 9).</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>listen to a list of addition and subtraction problems, and give answers within the required time</li> <li>listen to multiplication tables or division problems and give answers within the required time</li> <li>indicate prime or composite numbers when listening to a list of numbers</li> <li>listen and answer multiplication problems within a given time</li> <li>select and write appropriate units of length</li> <li>to measure distances such as the distance between two trees in the school yard, length of a table, dimensions of a postage stamp</li> <li>write either in numerals or in words in the required time a given list of whole numbers, and fractions including mixed numbers and decimals</li> <li>identify square numbers or triangular numbers from a list of numbers</li> </ol>



## Fractions and Decimals

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	NFD.4.1 Demonstrate understanding of simple fractions and ratios	NFD.5.1 Solve problems related to fractions, decimals and ratios	NFD.6.1 Solve problems related to fractions, decimals, ratios and percentage
<b>Activities</b>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. write fractions to represent diagrams and vice versa</li> <li>b. label parts of fractions using the words numerator and denominator</li> <li>c. show given fractions on a number line</li> <li>d. play games like fraction dominoes</li> <li>e. use the clock face to demonstrate simple fractions</li> <li>f. solve simple ratio problems such as if one necklace needs 18 shells (1:18), work out the number of shells needed to make 2, 3 and 4 necklaces</li> <li>g. use pictures or fraction kits to represent addition and subtraction of simple fractions less than one whole with the same denominator: use concrete materials to solve the problems</li> </ul>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. shade diagrams of given fractions on squared paper</li> <li>b. use the compass rose to represent fractions in eighths, quarters and halves</li> <li>c. shade diagrams to represent whole number and fraction parts of mixed numbers</li> <li>d. represent mixed number fractions on a number line</li> <li>e. complete addition of simple fractions</li> <li>f. convert fractions to decimals (including mixed numbers)</li> <li>g. solve ratio problems such as calculating the price of a number of items from the unit cost</li> <li>h. add and subtract fractions with the same denominator</li> <li>i. multiply fractions by whole numbers and show with diagrams</li> </ul>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. write decimals as fractions and vice versa</li> <li>b. convert mixed number fractions to improper fractions and vice versa</li> <li>c. simplify fractions</li> <li>d. order groups of fractions and decimals from smallest to largest</li> <li>e. express percentages as decimals and fractions</li> <li>f. solve real life problems relating to percentage such as discounts and interest</li> <li>g. solve ratio problems relevant to real life</li> <li>h. add and subtract fractions with different denominators</li> <li>i. multiply fractions by whole numbers</li> </ul>

## MEASUREMENT

### Length

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	ML.4.1 Estimate, measure, compare and solve simple problems relating to length and perimeter, using standard units	ML.5.1 Estimate, measure, compare and solve problems relating to length and perimeter, using appropriate standard units	ML.6.1 Apply estimation and measurement skills to practical problems involving length and perimeter
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>estimate distances and use sticks of standard lengths to check accuracy of estimates</li> <li>estimate and measure various objects in the classroom using rulers or measuring tapes</li> <li>convert standard measurement of lengths e.g. 1m = ___cm, 1cm = ___mm</li> <li>investigate the relationships that exist between standard units of length</li> <li>measure and calculate the perimeters of squares, rectangles, triangles and irregular shapes</li> <li>solve word problems about length and perimeter</li> <li>order units of length from the shortest to the longest</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>estimate and then measure the distance between two points</li> <li>convert smaller standard measurements of length to larger units and where appropriate express answers as decimals e.g. m to km or mm to m</li> <li>measure and calculate the perimeter of regular shapes using correct formulae</li> <li>investigate and solve real-life problems relating to length and perimeter</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>name the appropriate unit of measurement for objects of different dimensions such as: <ul style="list-style-type: none"> <li>the thickness of a finger nail</li> <li>the distance between two towns</li> <li>the height of a netball ring</li> <li>the length of a pencil</li> <li>the length of a whiteboard</li> <li>the width of a computer screen</li> </ul> </li> <li>play the game <i>Make The Change</i> <ul style="list-style-type: none"> <li>roll the dice</li> <li>move that number of spaces on the board</li> <li>if you land on a measurement you must convert it: km to m, m to cm, cm to mm</li> <li>if you are correct, move forward one space, if wrong move back one space</li> </ul> </li> <li>estimate and measure real distances between objects in the classroom and the school yard</li> <li>work in pairs to accurately measure height, head size, length of arms and legs</li> </ol>

**Area**

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	MA.4.1 Estimate, measure and compare the area of squares and rectangles using non-standard units	MA.5.1 Estimate, measure, compare and solve problems relating to the area of squares, rectangles and triangles using appropriate standard units	MA.6.1 Apply estimation and measurement skills to practical problems involving area of quadrilaterals, triangles and complex shapes
<b>Activities</b>	Children could, for example: a. estimate and measure different surfaces by covering them with books, A4 papers, posters, attribute blocks and local materials and compare and discuss results b. use a range of non-standard units to find the area of irregular and regular shapes c. take turns to estimate and measure surface areas of objects in non-standard units. The person with the closest guess scores a point. Play for the length of the maths lesson and see who is the winner at the end of the time.	Children could, for example: a. estimate, measure and calculate the areas of the classroom, playground, and school garden and compare estimates with calculations b. convert units of area such as $\text{km}^2$ to $\text{m}^2$ , $\text{m}^2$ to $\text{cm}^2$ , $\text{cm}^2$ to $\text{mm}^2$ c. calculate the areas of squares and rectangles using the appropriate formula ( $l \times b$ ) d. investigate ways to calculate the area of triangles e. apply the appropriate formula to calculate the area of triangles ( $\frac{1}{2}b \times h$ ) f. take turns to estimate and measure surface areas of objects in standard units. The person with the closest guess scores a point. Play for the length of the maths lesson and see who is the winner at the end of the time.	Children could, for example: a. measure and calculate the areas of complex shapes such as trapeziums, parallelograms using a combination of formulae b. find the area of local places such as plantations and fields or solve practical problems to find the area of rooms so you can work out how much floor covering is needed c. use the appropriate standard units of area to calculate the area of small and large surfaces d. convert units of area such as $\text{h}$ to $\text{m}^2$ , $\text{m}^2$ to $\text{h}$

**Mass**

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	MM.4.1 Estimate, measure, compare and solve simple problems relating to the mass of objects, using standard units	MM.5.1 Estimate, measure, compare and solve problems relating to the mass of objects, using appropriate standard units	MM.6.1 Apply estimation and measurement skills to practical problems involving mass
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>estimate and weigh different masses in the classroom such as text books, exercise books, boxes of chalk. Children use standard units of g and kg, writing, comparing and discussing the results.</li> <li>convert the following units of mass: kg to g, g to mg</li> <li>order masses of objects from the lightest to the heaviest and vice versa</li> <li>sequence given weights in g and kg from lightest to heaviest; record masses using the correct unit and abbreviation</li> <li>keep records of personal weight by measuring every week</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>estimate and weigh different masses of objects such as a bag of rice, a bag of cement, a basket of taro, or a carton of biscuits; write, compare and discuss the results</li> <li>make up sets of weights using local materials by estimating the weight and then standardise by checking against actual weights or products with labelled weights</li> <li>convert the following: g to kg (including decimal measurements), kg to tonnes</li> <li>compare weights of objects using <math>&lt;</math>, <math>&gt;</math> or <math>=</math></li> <li>estimate and order heavy objects such as firewood bundles, bunches of bananas, packets of island cabbages, baskets of kumula or manioc</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>match and justify the appropriate units of mass in grams, kilograms or tonnes to items such as a bag of kava, a bag of copra, a truck, a speed boat</li> <li>convert the following: g to kg (including decimal measurements), kg to tonnes and vice versa</li> <li>estimate and order objects from lightest to heaviest and check estimates by weighing the objects accurately</li> <li>solve practical problems using mass such as weighing cash crops to be shipped to Port Vila or Luganville</li> </ol>

## Capacity and Volume

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	MMCV.4.1 Estimate, measure, compare and solve simple problems relating to capacity and volume using standard units	MMCV.5.1 Estimate, measure, compare and solve problems relating to the capacity and volume of objects, using appropriate standard units	MMCV.6.1 Apply estimation and measurement skills to practical problems involving capacity and volume
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>work in small groups to estimate and order a range of different shaped objects according to their capacity; check by measuring using standard units</li> <li>estimate and measure the capacity and volume of objects such as pans, bottles, empty boxes, coconut shells, buckets, drinking glasses, tea cups, small/big bottles or cans; record measurements in <math>\ell</math>, <math>m\ell</math>, and/or <math>cm^3</math>, compare and discuss results</li> <li>research or measure the capacity of car petrol tanks, drums of water and water tanks in litres; discuss and compare results</li> <li>convert the following: <math>\ell</math> to <math>m\ell</math>, <math>m^3</math> to <math>cm^3</math></li> <li>estimate the volume of different boxes or other objects by comparing, ordering and discussing the results</li> <li>investigate the volume of containers and then measure by filling with cubic centimetre blocks; discuss ways to improve the accuracy of measurements</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>convert the following units of capacity and volume: <math>m\ell</math> to <math>\ell</math>, <math>cm^3</math> to <math>m^3</math></li> <li>find the capacity in ml of different geometric shapes such as prisms, cubes and pyramids or use locally available objects</li> <li>draw and calculate the volumes of rectangular prisms and cubes using correct formulae</li> <li>calculate the volume of containers which are rectangular prisms or cubes, then fill the containers with water and measure their capacity; find the relationships between the units of capacity and volume</li> <li>solve problems of volume and capacity that involve the four operations</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>estimate, investigate then compare the volume and capacity of practical containers such as water tanks, petrol containers and cartons</li> <li>convert <math>m\ell</math> to <math>\ell</math>, <math>cm^3</math> to <math>m^3</math> record answers with decimals if appropriate</li> <li>write quantities as fractions of a litre or in mixed numbers e.g. <math>750m\ell</math>, <math>500m\ell</math>, <math>2500m\ell</math></li> <li>solve practical problems involving water usage in the community</li> <li>solve practical problems relating to volume e.g. estimate the volume of the truck, estimate the volume of a vegetable basket and then estimate and calculate how many baskets of vegetables will fit into the truck</li> </ol>

**Time**

Year Level	Year 4	Year 5	Year 6
<b>Sub strand Outcomes</b>	MT.4.1. Interpret calendars, describe time relationships, estimate and read the time in 5 minute intervals	MT.5.1 Interpret calendars, convert units of time, estimate and read the time in 1 minute intervals	MT.6.1 Estimate and read time precisely in a range of ways and solve real life problems relating to time
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>convert measurements of time: years to months, months to weeks or days, weeks to days, days to hours, hours to minutes, minutes to seconds</li> <li>answer questions about the calendar e.g. How many school days are there in the month of October? How many weekends are there in July</li> <li>estimate time with a stop watch or wrist watch how long it takes to walk from one place to another, discuss why results vary for different people</li> <li>make lists of things you can do in one minute, 5 minutes and an hour</li> <li>use the TV programs in the paper to calculate the duration of different programs and movies</li> <li>work in pairs or small groups, take turns to show times on a clock face in five minutes intervals, others write the times in hours and minutes</li> <li>order times from the earliest to the latest</li> <li>show events on a timeline representing one day</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>convert analogue time to digital time and vice versa</li> <li>study the class timetable, and answer questions, e.g. How long is your break? or When does the maths lesson start?</li> <li>draw and show times in one minute intervals on clock faces</li> <li>change digital times to analogue times and vice versa</li> <li>study shipping timetables in the newspaper and calculate the time taken to travel to various islands in Vanuatu</li> <li>estimate how long it takes to perform a range of physical activities e.g. run 100 m, do 10 star jumps, how long you can balance on one leg; use stop watches to time how long it takes for each group member</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>convert time from 12 hour clock to 24 hour clock and vice versa</li> <li>carry out research on different methods used in the past to measure time, present findings</li> <li>observe and calculate the duration of a range of events such as the length of the school day, from sunrise to sunset, from low tide to high tide; present, compare and discuss findings</li> <li>use airline timetables to calculate the duration of flights between islands in Vanuatu</li> <li>estimate, measure and record the time it takes for plants to grow from seeds until they are ready for harvest</li> </ol>

## Money

Year Level	Year 4	Year 5	Year 6
Sub-strand Outcomes	MMO.4.1 Estimate and solve real life problems involving changing money and giving change	MMO.5.1 Estimate and solve problems involving everyday calculations relating to purchasing and sales	MMO.6.1 Estimate and solve real life problems relating to percentage of sums of money and banking
Activities	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>research different vatu coins/notes, identify, recognise and discuss the features for each coin/note (colour, people or cultural events, symbols and designs)</li> <li>in pairs make VT1000 in as many different ways as possible using a range of coins and notes (use photocopied or pretend money to symbolise the vatu coins/notes); repeat for other amounts</li> <li>use pretend money to represent the value of amounts shown on price tags or in advertisements from the newspaper</li> <li>write amounts of money in words on deposit or withdrawal bank slips</li> <li>set up a pretend shop in the class; small groups of children take turns to be store keeper and customer and practise tendering amounts and receiving change</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>create a class canteen and participate in trading and transactions; use vocabulary such as cost price, purchase price, profit/loss</li> <li>make up take-away menus on cards; children work in pairs to order food for their families and for a large family party and calculate the total costs of food</li> <li>calculate profit and loss problems</li> <li>solve money problems involving the four operations</li> <li>make up a shopping list for food and groceries for the family for a week: list items to be purchased and quantities, then calculate expenses for the week</li> <li>work out the value of cash crops that can either be sold or bartered during a week and calculate the expected income from those crops; discuss reasons for income changing during different times of the year</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>carry out a plan for a school project such as creating a market stall to sell produce and craft items; keep accounts of the income and expenditure in an account book and present a report to the class after each month</li> <li>understand and use vocabulary such as cost price, purchase price, profit/loss, discount, deposit, withdrawal, capital, expense, income</li> <li>discuss relevant foreign currencies used in tourist locations in Vanuatu such as Australian, and New Caledonian currencies; calculate approximate values</li> <li>write amounts of vatu up to 6 digits in words on bank deposit or withdrawal slips</li> <li>pretend they are a store keeper, calculate the VAT at 12.5% on all items from cost price and convert foreign currencies</li> <li>calculate new prices after discounts</li> <li>explore current bank interest rates and calculate interest on savings</li> </ol>

## GEOMETRY

### Plane Shapes and Solids

Year Level	Year 4	Year 5	Year 6
Sub-strand Outcomes	GPSS.4.1 Recognise, represent, compare and describe lines, angles, plane shapes and solids	GPSS.5.1 Represent, compare and classify lines, angles, plane shapes and solids	GPSS.6.1 Represent, classify and describe lines, angles, plane shapes and solids
Activities	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>use a ruler and pencil to construct the following lines: parallel lines, perpendicular lines, vertical lines, horizontal lines, diagonal lines</li> <li>explore the properties of plane shapes such as squares, rectangles and triangles; identify the properties</li> <li>choose appropriate instruments to construct perpendicular lines and describe the procedure used</li> <li>investigate different angles and describe their properties</li> <li>match angles with descriptions for acute angles, obtuse angles and right angles</li> <li>find different geometric traditional designs; draw the designs and present them to other groups or the class</li> <li>demonstrate how to construct a square from a rectangular paper; describe the procedures and properties of the square</li> <li>play a game of Portrait (see glossary)</li> <li>construct nets for a cube and rectangular prism and then complete the solid shapes</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>identify examples from real life where you find vertical lines, horizontal lines, parallel lines, diagonal lines, perpendicular lines and straight lines</li> <li>use common instruments to measure, compare and classify angles</li> <li>classify plane shapes and solids according to their properties</li> <li>find the centre of plane shapes such as squares, rectangles and triangles using different methods and explain their chosen method to the class</li> <li>use and describe appropriate instruments and different methods to construct and label acute, obtuse and right angles</li> <li>construct and describe equilateral, isosceles and scalene triangles</li> <li>identify and classify polygons</li> <li>use squared paper and scales to expand and reduce plane shapes</li> <li>use nets to construct solids such as cylinders and prisms</li> <li>describe the properties of solid shapes</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>sort lines and angles according to their properties</li> <li>use instruments to construct a perpendicular line on a given line segment</li> <li>find the centre of polygons using a variety of procedures or methods</li> <li>use a compass to bisect a straight line, right angle, obtuse angle, acute angle and identify the relationship between the bisection and the axis of symmetry</li> <li>construct plane shapes such as diamonds, trapeziums and parallelograms using squared paper and describe their properties</li> <li>construct a range of solids using nets</li> </ol>



## Position and Space

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	GO.4.1 Use simple maps and grids to represent position and follow directions	GO.5.1 Create, interpret and follow directions using simple maps	GO.6.1 Use a variety of mapping skills to create and interpret maps
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>use vocabulary (oral and written) to describe simple directions and positions such as north, south, east and west, coordinates</li> <li>in groups, investigate and identify the directions where the sun sets and rises and which stars can be observed in the east, south, north and west</li> <li>use squared paper to write two sets of coordinates on a map; use the coordinates to find positions of objects or places. Present, explain and display the maps.</li> <li>in pairs, follow oral and written directions to find objects or places inside or outside the classroom or place names on maps</li> <li>work in two groups; one giving oral and written instructions to find five locations on a simple map, the other group following the instructions</li> <li>play games associated with position e.g. a blindfolded person follows directions to move round the classroom without touching or kicking objects. Partners swap roles if an object is touched or kicked.</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>use these compass points and vocabulary when interpreting maps: northeast, northwest, southeast, southwest, coordinates, key or legend</li> <li>draw a map of the class and explain the positions of each object in relation to the real classroom; repeat for a simple map of the village including important buildings such as the school, church, aid post or clinic and main roads</li> <li>read a map and use the key to interpret symbols</li> <li>find information about wind directions and show them on a map</li> <li>create a map with a key and symbols. Give the map a title and write a few questions about the map, then give other pairs the opportunity to read and answer the questions.</li> <li>in pairs create treasure maps; use two sets of coordinates to label the maps and then ask questions to try and locate each other's treasure</li> <li>play games using coordinates such as battle ships</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>give explanations of vocabulary (oral and written) relevant to maps and position including scale, symbols, coordinates, key or legend and the compass points: northeast, northwest, southeast, southwest</li> <li>use the scale on a map to measure and calculate real distances between two places</li> <li>describe the positions of other islands in Vanuatu in relation to your own island, using the compass points</li> <li>draw a map of an imaginary town including stores, banks, a hospital, schools, roads, an airport and wharf - give the map a title and show the north sign, scale and key</li> <li>locate important places such as the airport, school, store or hospital on a map and calculate real distances between each place using the scale</li> </ol>

## PATTERNS

### Patterns

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	PP.4.1 Create, describe, represent and extend whole number and simple geometric patterns	PP.5.1 Create, represent, explain and extend number and geometric patterns	PP.6.1 Create, represent, analyse and extend complex number and geometric patterns
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>use models of geometric patterns and numbers to create and compare new patterns</li> <li>copy geometric patterns and draw the next three shapes</li> <li>complete number patterns using a rule involving addition and subtraction</li> <li>continue a traditional design</li> <li>create patterns based on given local designs</li> <li>complete number patterns using number lines</li> <li>create number patterns using multiples of 2, 3, 4, 5 and 10</li> <li>use a 10 x 10 grid and show multiples of 2, 3, 4, 5, 10; using different colours to show each pattern (use several colours in one square when there is an overlap); discuss what it means if a square has 2 or 3 different colours</li> <li>use local materials to create art works using familiar and new patterns</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>observe geometric patterns or traditional designs; find the rule, explain and continue the patterns</li> <li>analyse geometric patterns in traditional crafts and reproduce on squared paper</li> <li>choose four traditional patterns and use them as models to create own patterns</li> <li>follow the rule and extend geometric patterns</li> <li>continue patterns of whole numbers using addition, subtraction and multiplication</li> <li>complete tables and write the rules that describe each number pattern</li> <li>create number patterns using multiples of 6, 7, 8, 9 on number lines</li> <li>complete simple decimal number patterns using tenths and hundredths</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>extend or create more complex traditional patterns</li> <li>create number patterns using subtraction, addition, multiplication and division and ask partners to discover the rule for each pattern</li> <li>in groups, choose 4 traditional designs and create the pattern on the walls of the classroom</li> <li>create patterns using five-digit whole numbers</li> <li>continue number patterns using decimal numbers</li> </ol>

## CHANCE AND DATA

### Probability

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CDP.4.1 Predict, compare and sort the likelihood of events occurring in everyday life and in simple games	CDP.5.1 Predict, compare, order and explain the likely results of events and games involving chance	CDP.6.1 Predict, record, compare and order the likely outcomes of events and games and represent as fractions or percentage
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>classify events which can happen, may happen or cannot happen</li> <li>predict the frequency of an outcome in a probability game. For example, I predict that an even number will come up 5 times and an odd number 5 times when the dice is rolled 10 times; compare the results with the predictions.</li> <li>predict the probability of outcomes in games of chance played by the class such as volleyball, soccer and netball; give reasons for the predictions</li> <li>predict the probability of regular events such as snow in Vanuatu, playing sport next week, who will enter the classroom</li> <li>describe the probability using phrases such as: certain, very likely, likely, equal chance, unlikely, impossible</li> <li>in groups play games of probability such as card games; predict the results and compare the predictions with the results</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>predict the results of sporting activities in the school pre-selection; record and compare the predictions with the results</li> <li>identify everyday events where one event cannot happen if the other event happens e.g. the washing will not dry if it is raining</li> <li>predict likely results of events such as: <ul style="list-style-type: none"> <li>the result of a football match between two teams</li> <li>how many fish will be caught on a stormy day</li> <li>how many children will pass to secondary school following the exams in Year 8 this year</li> </ul> </li> <li>record predictions as a fraction or ratio</li> <li>conduct experiments of chance in activities, such as coin tossing and rolling dice; predict likely results after 50 events; conduct the experiments, record results and compare with predictions</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>create a spinner with 8 numbers that has rotational symmetry; predict how often the spinner will land on the same number after 20 spins; record results and compare with predictions</li> <li>create a number line from 0 to 1; where 0 indicates events that will never happen and 1 indicates events that are certain to happen; use words as in the example below to create the scale, then sort and order events on the number line according to their likelihood of happening <div style="text-align: center; margin-top: 10px;"> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>impossible</span><span>unlikely</span><span>even chance</span><span>likely</span><span>certain</span> </div> <div style="display: flex; justify-content: space-between; font-size: x-small;"> <span>0</span><span>0.1</span><span>0.2</span><span>0.3</span><span>0.4</span><span>0.5</span><span>0.6</span><span>0.7</span><span>0.8</span><span>0.9</span><span>1</span> </div> </div> </li> <li>represent the probability of situations using fractions, decimals and percentages e.g. there is a 1 in 2 chance of a head when tossing a coin; represent the probability as <math>\frac{1}{2}</math>, 0.5 or 50 % chance</li> <li>play games of probability, predict results, conduct experiments, record and present data and then develop strategies</li> </ol>

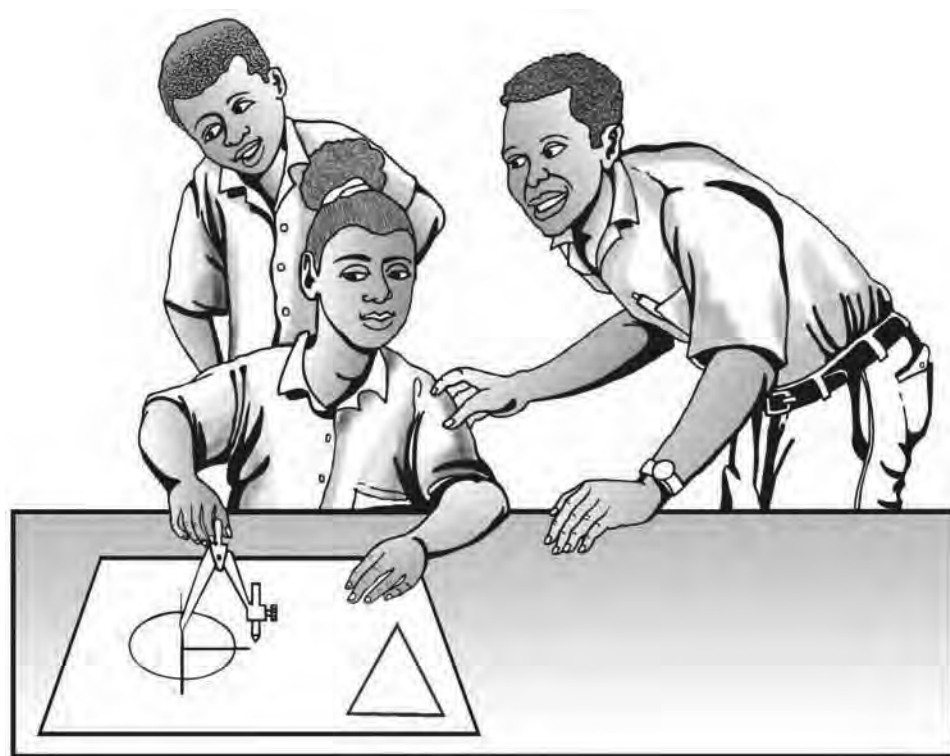
**Data**

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CDD.4.1 Collect, organise represent and interpret simple data	CDD.5.1 Collect, organise, represent and interpret data using tables and graphs	CDD.6.1 Organise and represent data in a variety of ways and interpret the results
<b>Activities</b>	Children could, for example: <ol style="list-style-type: none"> <li>collect and organise data using tally charts</li> <li>survey class members about topics of interest such as favourite foods, favourite football teams, hobbies, and use this data to create picture graphs and column graphs</li> <li>complete tally charts of the use of letters from weekly spelling or vocabulary lists and create column graphs to show the number of times each letter is used</li> <li>read and interpret picture graphs, column graphs, tables and charts</li> <li>use picture graphs and column graphs to show data for real purposes</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>in pairs roll a six-sided dice 30 times; record the number of times each number is thrown and complete a tally for each number; create a column graph to show the total number of times each number appeared</li> <li>collect survey data about the number and types of animals in the village, show the data on a bar graph</li> <li>read, interpret and answer questions about picture graphs, column graphs, tables, charts and bar graphs</li> <li>use picture graphs, column graphs and bar graphs to show data for real purposes</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>collect census data in the village, classify people in different groups e.g. babies, children, students, youths and adults; organise the data in a bar graph and make statements about the population of the village</li> <li>read and interpret tables, charts, bar, column and line graphs</li> <li>use column graphs, bar graphs and line graphs to show data for real purposes</li> <li>organise a range of data using lists, diagrams, graphs and tables to communicate information</li> </ol>



## Section: 4

# Glossary and References





## GLOSSARY

<b>acute angle</b>	a angle that measures between 0 and 90 degrees
<b>analogue clock</b>	a clock face with hands that shows 12 hour time
<b>angle</b>	the amount of turning between two straight lines with a common end point
<b>area</b>	the surface covered by any two dimensional shape; the space inside a boundary
<b>ascending order</b>	in order from smallest to largest
<b>assessment</b>	the ongoing process of identifying, gathering and interpreting information about children's achievement of the learning outcomes described in the subject syllabuses
<b>associative law</b>	two or more numbers can be added or multiplied in any order and it does not affect the answer
<b>attributes</b>	characteristics that belong to an object e.g. size, shape, colour, number of sides
<b>axis of symmetry</b>	the imaginary line that when a shape is folded along, both sides will match, also referred to as line of symmetry
<b>bar graph</b>	a graph where horizontal bars are used to show quantity
<b>battleships (game)</b>	<p>the game is played on four square grids (10 x 10), two for each player. Individual squares in the grid are identified by coordinates (letters and numbers). On one grid the player arranges 10 ships and records the shots by the opponent. On the other grid the player records his/her own shots.</p> <p>Each player arranges their ships on their grid. Each ship occupies a square on the grid. Each player takes turns to announce a target square in the opponent's grid which is to be shot at. If a ship occupies the square, then it takes a hit. After all of one player's ships have been sunk, the game ends and the other player wins.</p>
<b>capacity</b>	the amount a container can hold (measured in millilitres and litres)
<b>century</b>	a period of one hundred years
<b>chance and data</b>	a strand of Mathematics that includes concepts relating to probability and the organisation, presentation and interpretation of data
<b>circumference</b>	the curved edge of a circle
<b>column graph</b>	a graph that represents data in a series of vertical columns
<b>complex shape</b>	a shape composed of a combination of shapes e.g. a square and triangle combined to form one shape
<b>composite numbers</b>	numbers which have more than two factors



<b>commutative law</b>	two or more numbers can be added or multiplied in any order and it does not affect the answer
<b>compass rose</b>	this shows the points of the compass; the equivalent of the “face” of a clock
<b>compass points</b>	the main points are north, south, east, west and then north-east, north-west, south-east, south-west
<b>cone</b>	a solid that has a circular base and one vertex
<b>cube</b>	a three dimensional object that has six identical square faces
<b>cylinder</b>	a solid that has two circular ends and a curved surface joining the ends
<b>data</b>	a collection of information such as a set of facts, numbers or measurements e.g. the numbers of students who like particular fruits
<b>decade</b>	a period of ten years
<b>decimal fractions</b>	sometimes referred to as decimals – fractions written with a decimal point e.g. 0.5 and 2.53
<b>descending order</b>	in reverse order from largest to smallest
<b>diagonal</b>	a straight line that is drawn inside a shape from one vertex to another
<b>diameter</b>	a straight line drawn from one point on the circumference of a circle, through the centre of the circle to another point on the circumference
<b>difference</b>	the difference between numbers is the amount by which one number is bigger or smaller than the other; calculating the difference involves the operation of subtraction
<b>digital clock</b>	a clock with no hands; it shows the time using numerals
<b>dimensions</b>	measures of size such as length, height and width
<b>divisor</b>	the number used to divide by
<b>dividend</b>	the amount being divided
<b>duration</b>	an interval or period of time
<b>equilateral triangle</b>	a triangle with 3 equal sides and 3 equal angles of 60 degrees
<b>equivalent fractions</b>	fractions of the same value e.g. $\frac{1}{2} = \frac{2}{4}$
<b>estimate</b>	to make a close guess
<b>expanded notation</b>	writing a number to show the value of each digit e.g. $45\,328 = 40\,000 + 5\,000 + 300 + 20 + 8$
<b>even numbers</b>	whole numbers that can be divided exactly by 2
<b>fraction</b>	part of a whole number or part of a group of objects
<b>grid</b>	squares labelled with coordinates used in mapping e.g. Vanuatu cyclone tracking map

<b>hectare</b>	a measure of area, used for measuring land. One hectare is 10 000 square metres, equivalent to an area of 100 metres by 100 metres
<b>hexagon</b>	a polygon that has six straight sides
<b>horizontal</b>	parallel to the horizon
<b>improper fractions</b>	fractions where the numerator is greater than the denominator e.g. $\frac{7}{4}$ or $\frac{5}{3}$
<b>isosceles triangle</b>	a triangle with two equal sides and two equal angles
<b>likelihood</b>	possibility; chance (of something happening)
<b>line graph</b>	information represented on a graph by joining plotted points with a line
<b>line segments</b>	part of a line with a defined starting point and defined end point
<b>lowest common denominator</b>	the lowest number that can be used for the denominator of a group of fractions
<b>lowest common multiple</b>	the lowest multiple that is common for two or more numbers e.g. e.g. 12 is the lowest common multiple of 3 and 4
<b>mass</b>	matter in an object (measured in grams, kilograms and tonnes)
<b>maths attribute blocks</b>	commonly named MAB blocks, base 10 blocks where a $\text{cm}^3$ represents a unit, 10 of these blocks joined together in a long shape represents one ten, 100 blocks joined together in a flat square ( $10 \times 10$ ) to represent one hundred and 1 000 blocks joined together in a cube ( $10 \times 10 \times 10$ ) to represent one thousand. These blocks are used to help children represent and understand place value and trading in addition and subtraction problems.
<b>mental calculations</b>	calculations worked out in head, without pen and paper or calculator
<b>millennium</b>	a period of one thousand years
<b>mixed numbers</b>	a number that is made up of a whole number and a fractional part e.g. $4\frac{2}{3}$ , $5\frac{5}{8}$
<b>multiple</b>	the product of two or more numbers e.g. $6 \times 9 = 72$ ; 72 is a multiple of both 6 and 9
<b>non-standard units</b>	arbitrary units used for measuring e.g. hand spans to measure length or number of leaves needed to cover the surface area of a book
<b>numerals</b>	symbols or figures that stand for numbers e.g. 1, 2, 3, ....
<b>obtuse angle</b>	an angle between 90 and 180 degrees
<b>odd numbers</b>	whole numbers that cannot be divided exactly by 2
<b>ordinal numbers</b>	tell position e.g. 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> ....
<b>parallel</b>	two or more lines which will never meet no matter how far they are extended

<b>parallelogram</b>	a quadrilateral where opposite sides are parallel and opposite angles are equal
<b>percentage</b>	amounts shown as an amount out of 100 e.g. $\frac{40}{100} = 40\%$ ; $\frac{35}{50} = \frac{70}{100} = 70\%$
<b>perimeter</b>	the distance around the outside of a shape
<b>perpendicular</b>	at right angles to the horizon, same as vertical
<b>picture graph</b>	uses pictures to represent data and a key to interpret the data
<b>place value</b>	value according the place in a number e.g. in the number 25 781, the 7 is in the hundreds place
<b>plane shapes</b>	two dimensional flat shapes
<b>polygon</b>	a two-dimensional shape with three or more sides and angles
<b>portrait (game)</b>	in pairs or small groups give instructions to draw or construct a face using geometric shapes such as circle for face, triangles for nose and mouth, ovals for eyes, rectangles for ears
<b>prime numbers</b>	numbers that have only two factors, themselves and one
<b>prism</b>	a three dimensional object with two identical ends (the shape of the ends determines the name of the prism, e.g. a prism with triangular ends is called a triangular prism). The other faces are all rectangles.
<b>probability</b>	the chance or likelihood of something happening
<b>proper fractions</b>	fractions where the numerator is smaller than the denominator e.g. $\frac{2}{3}$ , $\frac{5}{8}$
<b>pyramid</b>	a solid with triangular faces; the base can be another shape such as a square or triangle
<b>quadrilateral</b>	a plane shape with 4 straight sides
<b>quotient</b>	the answer when one number is divided by another number e.g. $56 \div 7 = 8$ ; 8 is the quotient
<b>radius</b>	distance from the centre of a circle to the circumference
<b>rectangle</b>	a four-sided figure with four right angles; opposite sides are parallel and equal in length
<b>rectangular prism</b>	a solid with six rectangular faces
<b>represent</b>	show with a drawing, concrete materials, a model or numerals
<b>right angle</b>	an angle that measures 90 degrees
<b>rounding off</b>	a method of approximating a number to its nearest place value; rounding involves either increasing or decreasing a number to the closest digit
<b>solids</b>	objects that are three dimensional, with dimensions of length, height and width

<b>sphere</b>	a perfectly round solid e.g. a ball
<b>square</b>	a two-dimensional shape with four equal sides and four right angles
<b>square numbers</b>	when a number is multiplied by itself it results in a square number e.g. $4 \times 4 = 16$ ; 16 is a square number
<b>standard units</b>	the accepted units of measurement ; in Vanuatu these are metric units e.g. length can be measured in mm, cm, m and km
<b>strands</b>	define major aspects of learning within a subject
<b>straight angle</b>	an angle which looks like a straight line
<b>sub-strands</b>	define major aspects of learning within the strands
<b>survey</b>	to collect facts or data about a topic
<b>tally</b>	to count how many there are, often they are recorded in bundles of 5
<b>trapezium</b>	a quadrilateral where one set of opposite sides is parallel
<b>twenty-four hour time</b>	time is told in 24 hour lots and is shown by four figures, e.g. 09:30 is 9:30 in the morning, 21:30 is 9:30 in the evening
<b>triangle</b>	a two dimensional shape with three sides and three angles
<b>triangular number</b>	a number that can make a triangle dot pattern e.g. 1, 3, 6, 10
<b>unit fractions</b>	fractions where the numerator is one e.g. $\frac{1}{4}$ , $\frac{1}{2}$
<b>vertex</b>	the point where two or more straight lines meet; the plural of vertex is vertices
<b>vertical</b>	at right angles to the horizon, same as perpendicular
<b>volume</b>	the amount of space an object occupies (measured in cubic centimetres and cubic metres)
<b>whole numbers</b>	the counting numbers from one to infinity (1, 2, 3, 4 ....)

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# Science





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## Section 1

# INTRODUCTION

This syllabus identifies the knowledge, skills, attitudes and values that children should achieve for Years 4 to 6 in Science. It describes the content for Science at this level. Teachers of Years 4 to 6 will use this syllabus to develop Science teaching and learning programs for children at this level. The content is expressed as learning outcomes and indicators.

The table below shows the key links between the Learning Areas and subjects at kindergarten and primary schools.

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

	Kindergarten	Primary
<b>Learning Areas</b> Mathematics and Science	Custom, Culture and Environment; Spiritual and Character Development	Science

## Rationale

Through the learning area *Mathematics and Science* children 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 Science children will be empowered to be inquisitive, reflective critical thinkers. They will develop skills to conduct systematic investigations to form conclusions based on sound evidence. By comprehending things in this way children will develop scientific knowledge, skills and attitudes to:

- make accurate observations
- be curious to discover the causes of natural phenomena
- apply critical thinking
- distinguish between proven facts and probable explanations and accept the uncertainty of ideas
- hypothesise and predict situations using relevant information
- show an interest in scientific and technological progress
- respect safety rules in Science and behave responsibly towards the environment

Science contributes to the progress and the well-being of societies. It helps us to understand and describe the real world, the natural and physical worlds, as well as the world created by human beings and the changes produced by them. It is essential that children from Year 1 through to Year 13 are engaged in activities that develop skills of observing, questioning, exploring, experimenting and testing ideas. This gives a taste of science from an early age.

## Aims

The aims of the Science curriculum are as follows.

Children:

- develop skills for making scientific inquiries such as observing, questioning, hypothesising, validating, arguing, conducting experiments to test ideas and developing and using simple models
- develop an interest in, and maintain a sense of wonder and curiosity about the natural and physical world
- become aware of nature and science and how it affects them in their daily lives
- acquire a broad understanding of key science ideas and appreciate how the ideas were developed and why they are valued
- 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
- develop knowledge and skills about the soil, gardening and simple agricultural practices.

## Content Overview

Science is a subject that includes content about the natural and physical world and how we can explore this world to explain the way it has been shaped, how it changes and what influences these changes. Science also addresses how human beings can live in harmony with the natural and physical world and develop it for the benefit of all living things. 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 what most students are expected to achieve in the Mathematics and Science Learning Area by the end of Year 10. The Mathematics and Science learning area outcome appears below.

*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 five Strands:

- Living things and Our Environment
- Interactions of Matter
- Energy and Everyday Life
- Our Earth and Space
- Agriculture

These Strands of Science are closely linked and cover the traditional branches of Science: Biology, Chemistry, Physics and Earth Science. Agriculture has also been included as a strand of Science in Years 4 to 6. Teachers work with each of the strands individually, and in combination, to teach Science in a holistic integrated way.

### Sub-strands

Sub-strands define major aspects of learning within the strands. In Science each Strand has a number of Sub-strands. These are identified in the table below for each of the five 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 Science Syllabus and descriptions of these follow.

#### Table of strands and sub-strands

Science has five strands and a number of sub-strands in each strand.

Strand	Living things and the Environment	Interactions of Matter	Energy and Everyday life	Our Earth and Space	Agriculture
<b>Sub-strands</b>	<ul style="list-style-type: none"> <li>▪ Living Together</li> <li>▪ Structure and Life Processes</li> <li>▪ Biodiversity, Relationships and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Materials</li> <li>▪ Forms and Cycles of Matter</li> <li>▪ Reactions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Energy Sources and Transfer</li> <li>▪ Energy Transformation, Use and Conservation</li> <li>▪ Forces</li> </ul>	<ul style="list-style-type: none"> <li>▪ Our Solar System</li> <li>▪ Our Changing Earth</li> </ul>	<ul style="list-style-type: none"> <li>▪ Soil Ecosystem</li> <li>▪ Growing Crops</li> <li>▪ Looking After Farm Animals</li> </ul>

## **Description of Strands**

The five strands of Science and their sub-strands are described below and these Strands continue to be studied from Year 1 to Year 10.

### **Living things and the Environment**

During Years 4 to 6 children learn about the content described below for the strand, “Living Things in Our Environment”. They learn:

- how plants and animals live together in particular habitats and the relationships that exist in the food web
- about the structure and parts of plants and animals and how these parts help them to live
- how living things adapt to changes in the environment.

### **Living Together**

By investigating living things in the local environment children recognise that plants and animals live in different habitats like lagoons, forests, coral reefs, rock pools and gardens. Each of these habitats supports many different plants and animals that live together. Children investigate well known local habitats like a large tree or a small rock pool on the beach and find out what animals and plants live together there and about their ways of life.

They also observe that some animals feed on plants while others feed on animals. Animals are called consumers. Children become aware that green plants produce food, using energy from the sun and materials from the soil, and that green plants are called producers. These complex relationships between plants and animals form the food web. Children can track the food made by a green plant to the animal that eats the green plant and then to animals that eat other animals. This pathway is called a food chain. Animals that prey on other animals for food are called predators or carnivores. Animals that feed on green plants are called herbivores. Some organisms, such as fungi and bacteria, feed on dead organisms (both plants and animals) and help to decompose their bodies. Decomposition is an important process because it recycles materials back to the soil for plants to use.

### **Structure and Life Processes**

Children examine local animals and realise that animals use their senses to find food and water. They have specialised external and internal body parts that they use to gather, catch, eat, chew and digest food. Children observe the external body parts of different animals and decide how they help the animals to survive.

Plants also have special external body parts that enable them to live and grow. Green plants have:

- different forms of flowers that produce fruits and seeds
- leaves that capture the energy from the sun to make food
- stems that hold the plant up to the sun to find light, and transport water and minerals from the roots to the leaves where food is made
- roots that anchor the plant to the soil and collect minerals and water from the soil.

Plants need air, water, minerals from the soil, and light to grow. Animals can move around, but plants cannot, and plants often depend on animals for pollination or to scatter their seeds. Different plants survive in different settings because they have varied needs for water, minerals, and sunlight. Children find out which plants live in different habitats near their school.

In this strand children also start to investigate internal human parts that:

- support and protect the body and help it move: skeleton and muscles
- support digestion of food: oesophagus, stomach, intestines and bowel
- support breathing and the circulation of blood: bronchial tubes and lungs, heart, veins and arteries

### **Biodiversity, Relationships and Sustainability**

Plants and animals survive over the years because they have specialised external and internal parts and adopt behaviours that enable them to reproduce and protect themselves from predators and changing environmental conditions. We describe these body parts and behaviours as adaptations.

Children recognise many of these adaptations and explain how they help plants and animals to live successfully in their environment. The physical environment where plants and animals live is subject to change, sometimes slow and sometimes rapid. When environmental conditions change, some plants and animals may struggle to survive. When the environment changes like this, some living things manage to survive and reproduce, others move to new locations, while some die. Living things need water, air, and resources from the land, and they try to live in places that have the resources they need.

Humans also use these natural resources for everything they do. People use resources in order to live comfortably, but this affects the world around them. They can make choices to reduce their impact on the land, water and air, and on other living things; for example, by reusing and recycling waste materials. Human beings need to live in harmony with their physical environment and with other living things that share this environment.

### **Interactions of Matter**

During Years 4 to 6 children learn about the content described below for the strand Interactions of Matter. They:

- recognise and investigate the physical properties of natural and synthetic materials
- conduct experiments to produce permanent or temporary changes in some familiar materials by mixing, dissolving, heating and cooling
- investigate the properties of solids, liquids and gases and the water cycle.

### **Materials**

The physical world is made up of natural and synthetic (man-made) materials such as plastics, wood, rubber and metals that have a variety of properties. These properties determine how the materials can be used. Human beings have for thousands of years found ways of changing natural materials to make new materials with different properties. Children investigate the physical properties of natural and synthetic materials such as texture, hardness and whether they conduct heat and electricity. They make connections between the properties of matter and how the properties influence the uses of materials.

### **Forms and Cycles of Matter**

Children investigate how water changes from a liquid to a solid when cooled and liquid to a gas when heated. They investigate the properties of water when it is a solid, liquid or gas. These different forms of water exist in the natural environment in the water cycle. Children investigate the water cycle and construct diagrams or models to represent and explain it. The water cycle is a significant cycle that influences all living things on Earth. Children investigate how water changes from liquid to gas and vice versa in the water cycle.

## **Reactions**

Children conduct experiments to demonstrate how materials react with each other. They investigate, observe and record the changes that occur when combining materials by mixing, dissolving, heating and cooling. Children identify changes in the appearance and properties of common local materials. For example they can investigate ways common materials can be changed temporarily or permanently to form new materials with different properties such as wood changing to charcoal when burnt, flour changing to bread when baked, water changing from liquid or solid to gas when heated, candles changing from solid to liquid when heated, or vice versa when cooled. Children discover that when two or more different substances are mixed, a new substance with different properties may be formed.

## **Energy and Everyday Life**

During Years 4 to 6 children learn about the content described below for the strand Energy and Everyday Life. They discover:

- that energy is required to make things move, and investigate the sources and different forms of energy including heat energy
- ways that energy is changed or transformed from one form to another and ways to conserve energy
- that forces are either pushes or pulls and explore the different types of forces that exist in everyday life.

## **Energy Sources and Transfer**

Energy is required to make things work or move and our Sun is our primary source of light and heat energy. Energy can exist in many forms and children explore these different forms of energy such as:

- chemical energy stored in batteries
- electrical energy that is produced from coal, wind, water or solar power
- light and heat energy

Children also investigate materials to find good and bad conductors of heat and talk about where this knowledge is applied in their daily lives. They have opportunities to list some common sources of heat energy and measure the temperature of different materials using thermometers.

## **Energy Transformation, Use and Conservation**

Children investigate common sources of energy such as the Sun, batteries, food and fuel. They give examples of common forms of energy and investigate ways that energy is changed or transformed in everyday life from one form to another and communicate their findings. For example, energy from the wind using windmills in Port Vila is changed into electrical energy and then is used by people in their homes to create light and heat energy. Chemical energy stored in a battery changes to light energy in a torch. Children have opportunities to construct simple electrical circuits using batteries, wire and globes and investigate and identify the source of energy, the transfer of energy and the transformation of energy. They discuss and show ways to conserve energy in their everyday lives.

## **Forces**

Our everyday lives involve making movements that use pushes and pulls. Children investigate and identify common forces as pushes or pulls. Pushing or pulling on an object changes the speed or direction of its motion and can start or stop it.

We can demonstrate the effects of a force by:

- moving a stationary object
- speeding up, slowing down or changing the direction of a moving object
- stopping a moving object
- changing the shape of an object

Children investigate different types of observable forces in everyday life connected with:

- magnets
- gravity
- elastic and metal springs
- friction

## **Our Earth and Space**

During Years 4 to 6 children learn about the content described below for the strand Our Earth and Space. They investigate:

- our solar system and discover that the causes of day and night, the phases of the Moon and tides, eclipses and the seasons are all connected to the movement of the Earth on its own axis and its orbit around the Sun
- natural and man-made features on Earth and changes to the Earth caused by natural and human processes.

### **Our Solar System**

Children identify the planets in our solar system and describe their size relative to the Earth and their position relative to the Sun. They understand that the Sun is the closest star to Earth and that it is the source of heat and light for the Earth.

Movement patterns of our Sun, Moon, and stars in the sky can be observed, described, and predicted. At night one can see light coming from many stars with the naked eye, but light and radio telescopes make it possible to see many more and to observe them and the our Moon and planets and those of other galaxies in greater detail. Children explain, using models, how the Earth's rotation causes the cycle of day and night, phases of our Moon and eclipses and how the Earth's tilt of axis and revolution cause the yearly cycle of seasons. The orbits of Earth around the Sun and our Moon around Earth, together with the rotation of Earth about an axis between its North and South Poles, cause observable patterns.

### **Our Changing Earth**

Children distinguish between features that occur naturally, and those that are the result of human activity. From studying maps of the environment of Vanuatu, children locate different kinds of land and water forms including mountain ranges, volcanoes, rivers and lakes. They also identify features that occur in their environment such as dams and storm-water drains, gardens and villages that have resulted from human activities.

Children identify causes and visible effects of natural processes that bring about changes on Earth, for example, weathering and erosion, flooding and deposition of silt from rivers, and changes brought about by cyclones, earthquakes and volcanic activity. Children begin to understand how landforms develop, are weathered and erode.

Some kinds of severe weather rather than others are more likely to occur in a given region. Weather scientists forecast severe weather, like cyclones, so that communities can prepare for and respond to these events. A variety of hazards, such as cyclones, flooding, earthquakes, tsunamis and volcanic eruptions, result from natural processes. Humans cannot remove natural hazards but they can take steps to reduce their impacts.



Children also investigate human activities that bring about changes to the Earth. They investigate the effects of agriculture and the clearing of land, and the changes brought about by air pollution and begin to understand the links of some of these activities to climate change. In recent years, the carbon cycle has been seriously affected by the activities of human beings. An over-production of carbon emissions through manufacturing is causing detrimental changes to the atmosphere which are contributing to climate change around the world.

### **Agriculture**

During Years 4 to 6, children investigate basic farming practices and scientific aspects of agriculture and how these apply to everyday living. They learn responsible behaviour towards soil, plants and animals, knowing that these things contribute to their well-being and livelihood.

The three sub-strands of Agriculture are:

- soil ecosystems
- growing crops
- looking after farm animals

The content for these sub-strands is described below.

### **Soil Ecosystems**

Soil is a natural medium for seed and plant growth. Within a soil ecosystem seeds can disperse and germinate. The soil provides a physical support system for plants, while both retaining and delivering nutrients to them.

Soil is a living medium as it contains many living organisms that help to break down plants and animal debris into organic matter to protect and maintain fertile top soil, providing food for plants. The role of the soil organisms is to maintain soil quality by providing organic matter to enrich soil and support plant growth.

Students learn about the characteristics of a good garden soil and how to maintain and improve the fertility of the soil. They learn how to prepare soil for planting crops and how to protect the soil against harmful pests.

### **Growing Crops**

In Vanuatu many people rely on gardening skills to produce fruit and vegetables for their families, while some people choose farming as a career and rely on selling their produce to make a living.

In this sub-strand children learn how to plant, feed, weed and harvest a variety of common fruit and vegetable crops. They identify different gardening techniques required for different plants and learn how to care for the plants from planting through to harvesting.

### **Looking after Farm Animals**

In this sub-strand Year 6 children acquire basic skills and knowledge that enable them to raise common farm animals like chickens and pigs, and other farm animals found on the various islands of Vanuatu. They learn the importance of providing the appropriate food and water requirements for common animals and how best to house them.

## 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

## Assessment of Science

The table below gives examples of aspects of 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
<b>Living Things in the Environment</b>	<ul style="list-style-type: none"> <li>▪ Observation skills as they observe and sketch living things in the local environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk to children about why animals and birds have particular physical features like sharp claws or long beaks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Diagrams showing food chains from the local environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of human body parts connected with the circulatory and respiratory systems</li> </ul>
<b>Interactions of Matter</b>	<ul style="list-style-type: none"> <li>▪ Safety skills when conducting experiments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk to children and ask questions about the ways they classify materials according to their properties</li> </ul>	<ul style="list-style-type: none"> <li>▪ Predictions and conclusions from simple experiments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of the water cycle</li> </ul>
<b>Energy and Everyday Life</b>	<ul style="list-style-type: none"> <li>▪ As children test and determine good and bad conductors of heat energy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk to children about the flow of energy in their simple electrical circuits</li> </ul>	<ul style="list-style-type: none"> <li>▪ Diagrams showing how energy is transformed from one form to another in everyday life examples</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to list and classify common forces as pushes or pulls</li> </ul>
<b>Our Earth and Space</b>	<ul style="list-style-type: none"> <li>▪ As children make models of volcanoes and explain the causes of volcanic activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk to children about local changes to the Earth that have been as a result of human activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Models and diagrams that explain the causes of day and night</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of the planets and their position in relation to the sun</li> </ul>
<b>Agriculture</b>	<ul style="list-style-type: none"> <li>▪ Practical techniques used to plant fruit and vegetable crops</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask questions about the care of animals as children feed and water them</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate composting techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of safe ways to control pests</li> </ul>



## Section: 2

# L earning Outcomes and Indicators





## Overview of all Strand and Sub-strand Learning Outcomes

The learning area outcome for Mathematics and 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 five 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.*

The Science syllabus is organised into five Strands: Living Things in our Environment; Interactions of Matter; Energy and Everyday Life; Our Earth and Space; and Agriculture.

Strand	Living Things in the Environment	Interactions of Matter	Energy and Everyday Life	Our Earth and Space	Agriculture
<b>Learning Outcomes</b>	Recognise the characteristics and functions of organisms, their diversity and interdependence	Describe and explain the properties and structure of materials, their uses and how these can be changed	Demonstrate concepts of energy and explain their importance	Demonstrate, recognise and explain the changing relationship between the Earth, its solar system and the universe	Demonstrate gardening skills and simple farming practices used in crop and livestock production

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

Strand	Living things and the Environment	Interactions of Matter	Energy and Everyday life	Our Earth and Space	Agriculture
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Living Together</li> <li>Structure and Life Processes</li> <li>Biodiversity, Relationships and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Materials</li> <li>Forms and Cycles of Matter</li> <li>Reactions</li> </ul>	<ul style="list-style-type: none"> <li>Energy Sources and Transfer</li> <li>Energy Transformation, Use and Conservation</li> <li>Forces</li> </ul>	<ul style="list-style-type: none"> <li>Our Solar System</li> <li>Our Changing Earth</li> </ul>	<ul style="list-style-type: none"> <li>Soil Ecosystem</li> <li>Growing Crops</li> <li>Looking after Farm Animals</li> </ul>

Each of these sub-strands has explicit learning outcomes that identify what children at each year level should be able to demonstrate by the end of that year. Examples of indicators are given that show what children need to demonstrate to achieve the outcomes. They are not a checklist to be systematically ticked off, but examples only. Teachers use the indicators to help make judgements about children's achievements. Teachers can develop their own indicators for the learning outcomes once familiar with the outcomes.

The process skills of problem solving, reasoning and communicating scientific ideas are learned and assessed within the strands of living things in our environment, interactions of matter, energy and everyday life, our earth and space, and agriculture.

## **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, and the number of the outcome in that sub-strand. For instance, in the Living Things in Our Environment table LE.SL.5.1 means Living Things in Our Environment (LE), Structures and Life Processes sub-strand (SL), Year 5 (5) and learning outcome 1 (1). Each indicator is labelled alphabetically using a small letter. Refer to particular outcomes and indicators using this system.

Strand	Sub-strands	Year 4	Year 5	Year 6
<b>Living things and the Environment</b> Recognise the characteristics and functions of organisms, their diversity and interdependence.	Living Together	LE.LT.4.1 Recognise different habitats support different organisms	LE.LT.5.1 Identify and describe plants and animals that live together in a local habitat	LE.LT.6.1 Investigate and describe the energy pathway from the Sun to plants and animals
	Structure and Life Processes	LE.SL.4.1 Identify and describe the external body parts of animals and plants that help them to survive	LE.SL.5.1 Identify and describe the internal body parts of animals that support the digestive system	LE.SL.6.1 Describe ways in which nutrients, water and oxygen are transported within plants
		LE.SL.4.2 Identify human internal body parts that support and protect the body and help it move	LE.SL.5.2 Identify internal human body parts that help with digestion	LE.SL.6.2 Identify internal human body parts that help with breathing and circulation
	Biodiversity, Relationships and Sustainability	LE.BRS.4.1 Investigate the environment and recognise living things, populations and communities that live locally	LE.BRS.5.1 Investigate and explain the effect on living things when the environment becomes unfavourable	LE.BRS.6.1 Describe how physical features and other adaptations of living things help them to survive in their environment
<b>Interactions of Matter</b> Describe and explain the properties and structure of materials, their uses and how these can be changed.	Materials	IM.M.4.1 Recognise the physical world is made up of natural and synthetic materials with a variety of properties	IM.M.5.1 Investigate the physical properties of natural and synthetic materials and demonstrate how these properties determine their uses	IM.M.6.1 Investigate, observe and record the changes that occur when combining materials
	Forms and Cycles of Matter	IM.FC.4.1 Recognise that water can exist in three interchangeable states of matter	IM.FC.5.1 Investigate and identify simple properties of solids, liquids and gases	IM.FC.6.1 Represent and explain the water cycle and show concern that water is a limited natural resource
	Reactions	IM.R.4.1 Identify changes in the appearance and properties of common materials used locally	IM.R.5.1 Demonstrate and describe ways common materials can be changed temporarily or permanently to form materials with different properties	IM.R.6.1 Predict and conduct experiments to describe ways of producing permanent or temporary changes in some familiar materials



<b>Energy and Everyday Life</b> Demonstrate concepts of energy and explain their importance.	Energy Sources and Transfer	EE.ET.4.1 Recognise that energy is required to make things work or move and that the Sun is our primary source of light and heat energy	EE.ET.5.1 Recognise and give examples of various forms of energy	EE.ET.6.1 Identify some common sources of heat and investigate materials which conduct heat
	Energy Transformation, Use and Conservation	EE.ETC.4.1 Investigate and identify common sources, transfer and transformation of energy	EE.ETC.5.1 Investigate and explain ways energy is transformed in everyday life from one form to another	EE.ETC.6.1 Describe ways to conserve energy use in our everyday lives and explain why it is important
	Forces	EE.F.4.1 Investigate and identify forces as a push or a pull	EE.F.5.1 Demonstrate the effects of a force	EE.F.6.1 Recognise, demonstrate and give examples of different types of forces in everyday life
<b>Our Earth and Space</b> Demonstrate, recognise and explain the changing relationship between the Earth, its solar system and the universe.	Our Solar System	OES.OSS.4.1 Investigate and recognise that our solar system is made up of the Sun, the Earth and other planets	OES.OSS.5.1 Investigate and explain the impacts of the Earth's rotation on its own axis once every day	OES.OSS.6.1 Investigate and explain the impacts of the tilt of the Earth's axis and the orbiting of the Sun once every year
	Our Changing Earth	OES.OCE.4.1 Investigate and describe features that occur naturally and those that are the result of human activities	OES.OCE.5.1 Identify and explain causes and visible effects of natural processes and describe ways humans can minimise their impact and adapt to changes	OES.OCE.6.1 Identify and explain causes and visible effects of human activities and describe ways humans can minimise their impact and adapt to changes
<b>Agriculture</b>	Soil Ecosystem	A.SE.4.1 Identify the basic characteristics of a good garden soil and simple ways to increase soil fertility	A.SE.5.1 Demonstrate basic skills to prepare garden soil ready for planting crops	A.SE.6.1 Apply basic skills and knowledge to make compost and control pests
	Growing Crops	A.GC.4.1 Identify and apply basic skills to plant, feed, weed and harvest crops	A.GC.5.1 Identify the main tasks needed to grow and take care of common vegetables	A.GC.6.1 Identify the main tasks needed to grow and take care of common garden fruits
	Looking after Farm Animals	No outcome at this level	No outcome at this level	A.FA.6.1 Describe simple techniques to raise common farm animals

## LIVING THINGS AND THE ENVIRONMENT

### Living Together

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LE.LT.4.1 Recognise different habitats support different organisms	LE.LT.5.1 Identify and describe plants and animals that live together in a local habitat	LE.LT.6.1 Investigate and describe the energy pathway from the Sun to plants and animals
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises and describes different habitats such as land, marine and freshwater environments</li> <li>b. recognises and explains that different habitats determine the organisms that live there</li> <li>c. recognises that plants and animals in a habitat depend on each other for survival</li> <li>d. identifies and describes the natural features of a local habitat such as temperature and amount of light</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies living and non-living things in a habitat</li> <li>b. identifies the organisms that normally interact in a particular habitat such as a mangrove swamp or banyan tree</li> <li>c. identifies and describes plants and animals that live together in different habitats</li> <li>d. recognises and explains that different species of plants grow only in certain habitats</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. explores and describes how animals and green plants use sunlight to live</li> <li>b. identifies the process of a food chain and a food web</li> <li>c. recognises and explains that photosynthesis is the process in which plants make their food using sunlight</li> <li>d. recognises and explains that food produced by plants becomes the source of energy for animals</li> </ul>

## Structure and Life Processes

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LE.SL.4.1 Identify and describe the external body parts of animals and plants that help them to survive	LE.SL.5.1 Identify and describe the specialised internal body parts of animals that support the digestive system	LE.SL.6.1 Describe ways in which nutrients, water and oxygen are transported within plants
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and describes the functions of external body parts of animals and identifies how animals' external body parts enable them to survive in their environment</li> <li>b. recognises that animals have special features to help them feed and to protect themselves from predators</li> <li>c. identifies different ways that animals move</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and describes ways different common animals feed themselves</li> <li>b. identifies the main parts of the digestive system in vertebrate animals that are similar to the human digestive system</li> <li>c. identifies and describes the functions of the main parts of the digestive system in common animals such as pigs, dogs and chickens</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises that plants need air, water and sunlight to survive</li> <li>b. identifies the structures that are used to transport nutrients, water and oxygen within plants</li> <li>c. recognises the functions of the main parts of flowering plants</li> </ul>

## Structure and Life Processes

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LE.SL.4.2 Identify human internal body parts that support and protect the body and help it move	LE.SL.5.2 Identify internal human body parts that help with digestion	LE.SL.6.2 Identify internal human body parts that help with breathing and circulation
<b>Indicators</b>	This will be evident when the child, for example: a. identifies the role of the skeletal system and the main parts such as the spine, skull and the bones of the limbs b. identifies the role of muscles in the human body	This will be evident when the child, for example: a. identifies the main parts of the human digestive system b. identifies the body parts that help digestion and explains their importance	This will be evident when the child, for example: a. identifies the organs of the human body that help us breathe such as the lungs, trachea, bronchi and bronchial tubes b. explains the functions of the main body parts that allow us to breathe c. identifies the main organs of the human circulatory system d. recognises the internal organs that distribute blood to all parts of the body

## Biodiversity, Relationships and Sustainability

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LE.BRS.4.1 Investigate the environment and recognise living things, populations and communities that live locally	LE.BRS.5.1 Investigate and explain the effect on living things when the environment becomes unfavourable	LE.BRS.6.1 Describe how physical features and other adaptations of living things help them to survive in their environment
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies animals and plants that live together in a habitat</li> <li>b. recognises that different organisms contribute in different ways to their local habitat</li> <li>c. recognises the importance of decomposers in making nutrients available to plants</li> <li>d. identifies animal species that live together in groups such as a school of sardines and a colony of bees</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies the effects on different living things after a natural phenomenon such as a flood or cyclone</li> <li>b. observes and predicts what could happen to animals in the future if their local habitat is damaged</li> <li>c. identifies and compares the natural changes in a habitat with changes caused by human activity</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and describes how different organisms are adapted to survive in their environment</li> <li>b. describes ways animals protect themselves from potential danger</li> <li>c. identifies the physical characteristics of different animals that help them to feed and survive in their environment</li> <li>d. recognises that some animals and plants adapt to a changing environment for survival</li> </ul>

## INTERACTIONS OF MATTER

### Materials

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	IM.M.4.1 Recognise the physical world is made up of natural and synthetic materials with a variety of properties	IM.M.5.1 Investigate the physical properties of natural and synthetic materials and demonstrate how these properties determine their uses	IM.M.6.1 Investigate, observe and record the changes that occur when combining materials
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows that some materials occur naturally while synthetic materials are manufactured</li> <li>b. recognises matter that is soluble and non-soluble</li> <li>c. recognises the natural states of materials such as air and water</li> <li>d. identifies and describes the materials that familiar objects are made of</li> <li>e. recognises the properties of familiar materials such as water, wood, plastic and glass</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. describes physical properties of a variety of natural and synthetic materials</li> <li>b. identifies some common house-hold products and determines their properties and uses</li> <li>c. recognises and classifies common natural and synthetic materials according to their properties</li> <li>d. describes how the properties of common materials determine their uses</li> <li>e. knows that in manufactured goods materials are chosen for their special properties</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises that some materials such as oil and water do not mix</li> <li>b. identifies and knows some materials can dissolve in liquids</li> <li>c. describes the composition of simple solutions used in everyday life, such as a cup of coffee, salt and water, washing powder and water</li> <li>d. identifies and realises that when materials dissolve they are still present in liquids</li> <li>e. describes results obtained when mixing two or more different materials together</li> </ul>

## Forms and Cycles of Matter

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	IM.FC.4.1 Recognise that water can exist in three interchangeable states of matter	IM.FC.5.1 Investigate and identify simple properties of solids, liquids and gases	IM.FC.6.1 Represent and explain the water cycle and show concern that water is a limited natural resource
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and recognises water in the three states of matter</li> <li>b. identifies and describes water in its natural states in the environment</li> <li>c. identifies and understand that it is the process of heating and cooling that changes water from one state to another</li> <li>d. observes and describes the changes to the state of water through freezing, melting, and boiling</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. observes and recognises that materials can change from one state to another</li> <li>b. recognises and describes the properties of solids</li> <li>c. recognises and describes the properties of liquids</li> <li>d. recognises and describes the properties of gases</li> <li>e. recognises that different gases are useful to living organisms</li> <li>f. identifies and demonstrates that air is matter and that it fills spaces between solids</li> <li>g. explains that when an object melts it can become solid again through cooling</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. observes and describes the basic stages of the water cycle</li> <li>b. recognises that water is essential for life, and explains the importance of water conservation</li> <li>c. explains the significance of conserving natural water sources such as rivers, lakes, wells and springs</li> <li>d. describes ways humans use and re-use water and how the quality of water can be maintained</li> </ul>

## Reactions

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	IM.R.4.1 Identify changes in the appearance and properties of common materials used locally	IM.R.5.1 Demonstrate and describe ways common materials can be changed temporarily or permanently to form materials with different properties	IM.R.6.1 Predict and conduct experiments to describe ways of producing permanent or temporary changes in some familiar materials
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies some common physical changes that occur naturally in matter</li> <li>b. recognises that some materials change their appearance over a period of time and that other changes occur quickly</li> <li>c. identifies and discusses changes in materials caused by humans</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises that materials can be changed in a variety of ways</li> <li>b. recognises that some changes can be reversed while others cannot</li> <li>c. recognises that a chemical reaction creates new matter that has different properties</li> <li>d. identifies and describes the differences between substances before and after a permanent change</li> <li>e. recognises that when material is burned it cannot be returned to its original state</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. predicts changes to properties of new matter after a chemical reaction</li> <li>b. recognises that some substances will react in water while others either dissolve or remain suspended</li> <li>c. explores mixing a powdered product with different liquids and predicts and observes changes</li> <li>d. investigates and recognises biodegradable and non- biodegradable matter</li> <li>e. investigates and describes the properties of matter after it decomposes</li> </ul>



## ENERGY AND EVERYDAY LIFE

### Energy Sources and Transfer

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	EE.ET.4.1 Recognise that energy is required to make things work or move and that the Sun is our primary source of light and heat energy	EE.ET.5.1 Recognise and give examples of various forms of energy	EE.ET.6.1 Identify some common sources of heat and investigate materials which conduct heat
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises that living things benefit from light and heat energy from the Sun</li> <li>b. recognises that food produced by plants becomes the source of energy for animals</li> <li>c. recognises that living things need energy to carry out life processes</li> <li>d. recognises that energy is required to make things change or move</li> <li>e. identifies sources of energy</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises and describes forms of energy such as heat and light in their local environment</li> <li>b. investigates and identifies ways we use electrical energy in everyday life</li> <li>c. investigates and identifies forms of non-renewable and renewable energy</li> <li>d. investigates and identifies ways we use mechanical energy in everyday life</li> <li>e. recognises and describes sources of light energy such as sun rays, electric bulbs and candles</li> <li>f. investigates and describes some sources of chemical energy such as organic matter and batteries</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. investigates and identifies materials that are good and bad conductors of heat</li> <li>b. identifies common sources of heat energy</li> <li>c. investigates and identifies how heat energy can be gained or lost</li> <li>d. investigates and identifies temperatures of materials by touching (if safe) or using a thermometer</li> <li>e. identifies ways of conserving heat energy</li> </ul>

## Energy Transformation, Use and Conservation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	EE.ETC.4.1 Investigate and identify common sources, transfer and transformation of energy	EE.ETC.5.1 Investigate and explain ways energy is transformed in everyday life from one form to another	EE.ETC.6.1 Describe ways to conserve energy use in our everyday lives and explain why it is important
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies common sources of energy such as sun, water, wind, wood, fossil fuel</li> <li>b. describes how humans use different forms of energy in their daily lives</li> <li>c. identifies how energy is stored for later use such as in the battery of a portable appliance</li> <li>d. recognises that natural energy sources such as wind and waterfalls can be used to produce electricity</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises and explains how energy changes or transforms from one form to another in different situations</li> <li>b. recognises energy is transformed from one form to another, such as fuel (chemical energy) in a vehicle changes to mechanical energy for movement</li> <li>c. identifies how chemical energy is changed to light energy such as from a battery to a light bulb or torch</li> <li>d. identifies how chemical energy is converted to heat and light energy such as in a candle</li> <li>e. identifies how electrical energy can be changed to heat and light energy such as in light bulbs and an iron</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises and explains the advantages and disadvantages of renewable energy used in their everyday lives</li> <li>b. identifies and describes ways of conserving energy in the local environment</li> <li>c. explains the importance of conserving energy</li> </ul>

## Forces

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	EE.F.4.1 Investigate and identify forces as a push or a pull	EE.F.5.1 Demonstrate the effects of a force	EE.F.6.1 Recognise, demonstrate and give examples of different types of forces in everyday life
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies effects of a force on the movement of objects</li> <li>b. identifies the north and south pole of a magnet</li> <li>c. recognises that when the north and south pole of magnets meet they attract while the north and south poles repel</li> <li>d. identifies common forces in everyday life and classifies them as a push or pull</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises and describes how a force determines the speed and the direction of an object in motion</li> <li>b. recognises that objects move differently on different surfaces such as glass, wood, soil, given the same force</li> <li>c. recognises that a force is required to move or lift objects</li> <li>d. describes the force applied to use familiar tools such as a screwdriver, scissors and hand saw</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises that magnets exert a force</li> <li>b. recognises and demonstrates the effect of magnets on different materials used in everyday life</li> <li>c. recognises the effects of the force of gravity</li> <li>d. identifies that natural forces such as the wind, rivers and waves have an effect on the movement of objects in the local environment</li> <li>e. recognises the force as a push or pull, used in simple machines such as scissors, pumps, bicycles and can openers</li> </ul>

## OUR EARTH AND SPACE

### Our Solar System

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	OES.OSS.4.1 Investigate and recognise that our solar system is made up of the Sun, the Earth and other planets	OES.OSS.5.1 Investigate and explain the impacts of the Earth's rotation on its own axis once every day	OES.OSS.6.1 Investigate and explain the impacts of the tilt of the Earth's axis and the orbiting of the Sun once every year
<b>Indicators</b>	This will be evident when the child, for example: a. identifies and describes the major elements of our solar system b. defines and describes the sun c. recognises that our Sun is a star, the Earth is a planet and the Moon is a natural satellite of the Earth d. distinguishes between a star, a constellation and a galaxy	This will be evident when the child, for example: a. recognises the cycle of day and night with the rotation of the Earth on its own axis b. describes the phases of the lunar cycle c. identifies and describes the tidal rhythm of the sea	This will be evident when the child, for example: a. describes and explains the changing seasons along with the orbit and the tilt of the Earth b. identifies seasons in Vanuatu c. identifies and describes the changes in the environment in relation to the seasons d. describes the revolution of the Earth around our Sun and the Moon around Earth e. illustrates the formation of solar and lunar eclipses

## Our Changing Earth

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	OES.OCE.4.1 Investigate and describe features that occur naturally and those that are the result of human activities	OES.OCE.5.1 Identify and explain causes and visible effects of natural processes and describe ways humans can minimise their impact and adapt to changes	OES.OCE.6.1 Identify and explain causes and visible effects of human activities and describe ways humans can minimise their impact and adapt to changes
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies natural landforms such as mountain ranges, volcanoes, rivers and lakes</li> <li>b. identifies and describes features that are built or man-made</li> <li>c. identifies natural phenomena that affect the Earth's surface</li> <li>d. identifies and describes ways that human activities contribute to climate change</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and explains natural processes that change the Earth's surface such as weathering and erosion, flooding and deposition of silt</li> <li>b. identifies and describes the causes of natural hazards</li> <li>c. explains how to predict some natural hazards such as tsunamis or cyclones</li> <li>d. describes the impact of natural hazards on the environment and on human beings</li> <li>e. identifies precautions and safety rules to follow before, during and after the occurrence of a natural hazard</li> <li>f. predicts ways to adapt to climate change and natural hazards</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and describe the effects of human activities on the environment</li> <li>b. identifies ways to minimise damage caused by pollution from human activities</li> <li>c. explains ways of reducing human activities that contribute to climate change</li> <li>d. predicts ways to adapt to climate change and natural hazards</li> </ul>

## AGRICULTURE

### Soil Ecosystem

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	A.SE.4.1 Identify the basic characteristics of a good garden soil and simple ways to increase soil fertility	A.SE.5.1 Demonstrate basic skills to prepare garden soil ready for planting crops	A.SE.6.1 Apply basic skills and knowledge to make compost and control pests
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and describes characteristics of good garden soil</li> <li>b. identifies and applies ways to enrich garden soil</li> <li>c. recognises that animal manure and other dead organic matter enrich the soil fertility</li> <li>d. identifies ways to prevent garden soil from being washed away or damaged through loss of minerals</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises that top soil is richer than the soil beneath the surface</li> <li>b. recognises that different crops determine their soil preparation</li> <li>c. identifies proper ways of preparing seed beds</li> <li>d. identifies and applies appropriate ways to prepare holes for planting common crops such as taro and manioc</li> <li>e. identifies ways of increasing soil fertility during preparation for planting</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies dead matter that would be best used for compost</li> <li>b. explains and demonstrates the right way to produce and take care of compost</li> <li>c. demonstrates that watering compost helps dead matter decay quickly</li> <li>d. identifies pests and differentiates them from friendly organisms in the garden</li> <li>e. recognises that different pests are controlled differently</li> </ul>

## Growing Crops

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	A.GC.4.1 Apply basic skills to plant, feed, weed and harvest crops	A.GC.5.1 Identify the main tasks needed to grow and take care of common vegetables	A.GC.6.1 Identify the main tasks needed to grow and take care of common garden fruits
<b>Indicators</b>	This will be evident when the child, for example: a. recognises that different crops are planted differently b. identifies ways of applying compost and mulch on different crops c. identifies weeds among crops d. recognises that different crops are harvested differently	This will be evident when the child, for example: a. identifies ways of growing different crops b. identifies ways to take care of common vegetables such as Chinese cabbage, island cabbage and corn c. identifies crops that require pruning for better production d. identifies ways of managing off-season vegetables	This will be evident when the child, for example: a. identifies ways of growing different garden fruits b. identifies ways of taking care of common garden fruits such as tomatoes, bananas and pineapples c. identifies garden fruits that require pruning for better production d. identifies ways of managing off-season garden fruits

## Looking after Farm Animals

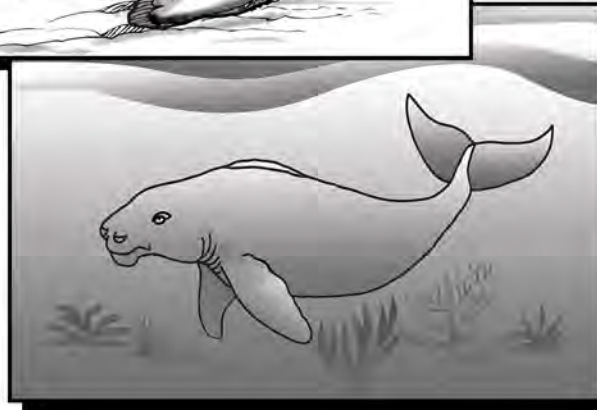
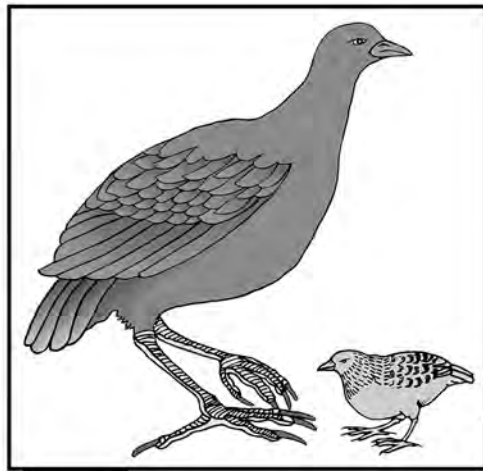
Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	No outcome at this level	No outcome at this level	A.FA.6.1 Describe simple techniques to raise common farm animals
<b>Indicators</b>			This will be evident when the child, for example: a. identifies the best food for common farm animals like chickens and pigs b. identifies and explains why water is essential for raising common farm animals c. identifies and describes the best way of housing common farm animals





## Section: 3

# Learning Outcomes and Activities





## LIVING THINGS AND THE ENVIRONMENT

### Living Together

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LE.LT.4.1 Recognise different habitats support different organisms	LE.LT.5.1 Identify and describe plants and animals that live together in a local habitat	LE.LT.6.1 Investigate and describe the energy pathway from the Sun to plants and animals
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>take a field trip to research habitats of different animals and record their observations on a worksheet</li> <li>discuss why different animals are found in their respective habitats</li> <li>compare different land and marine habitats by drawing pictures with labels</li> <li>investigate, record and display information and drawings about a marine or river habitat</li> <li>research and record the different features of a river and swamp habitat and identify the different living organisms that live there</li> <li>on a sketch map of a local area, mark and use different colours to show different habitats</li> <li>identify and describe different animal habitats in the local area</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>produce a table to classify all plants and animals within a chosen habitat</li> <li>identify and present different kinds of plants such as green plants and parasites, and kinds of fungi, and describe their roles in their habitat</li> <li>create a booklet about animals living by the seashore, river, lake or forest</li> <li>identify and classify animals according to what they eat</li> <li>observe and name different organisms within a marine habitat</li> <li>make a list of organisms that live together in caves or hollow tree trunks</li> <li>classify plants and animals in a table, according to where they live, such as river, marine coast, coastal plain and rain forest</li> <li>choose different plants and make a list of all the birds, animals and insects that live on them and present in the form of a chart</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>describe the roles of producers, decomposers, predators and prey</li> <li>using a labelled diagram, explain the food nutrient cycle</li> <li>perform simple experiments to show that sunlight, air and water are needed for plants to make food</li> <li>produce a diagram explaining the process of photosynthesis and recall the process by completing a cloze exercise</li> <li>describe the energy pathway from the sun through the plants to the herbivorous animals</li> <li>play a photosynthesis quiz in groups</li> </ol>

## Structure and Life Processes

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LE.SL.4.1 Identify and describe the specialised external body parts of animals that help them to survive	LE.SL.5.1 Identify and describe the specialised internal body parts of animals that support the digestive system	LE.SL.6.1 Describe ways in which nutrients, water and oxygen are transported within plants
<b>Activities</b>	Children could, for example: <ol style="list-style-type: none"> <li>observe predators from pictures, books or charts and explain how predators catch their prey</li> <li>draw pictures and make models of different bird beaks or bills and explain how they help them feed</li> <li>explain how birds and animals feed and protect their young</li> <li>use tables to classify animals according to the way they move</li> <li>describe the role of the different external parts of different animals</li> <li>play riddles or miming games about the special features of different animals</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>view a chart of the digestive system of animals, discuss and label the different parts</li> <li>use tables to classify animals according to the way they feed</li> <li>make a list of all herbivorous, carnivorous and omnivorous animals in their local environment</li> <li>draw a simple diagram of the digestive system and show the pathway of food from the mouth to the anus</li> <li>explain how the teeth and saliva support the digestive system</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>conduct experiments to show that water is taken from the roots and transported through the stem to other parts of the plants</li> <li>conduct experiments to demonstrate that plants need water and light to survive</li> <li>investigate and draw diagrams to show how plants absorb carbon dioxide and give out oxygen through their leaves</li> </ol>

## Structures and Life Processes

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LE.SL.4.2 Identify human internal body parts that support and protect the body and help it move	LE.SL.5.2 Identify internal human body parts that help with digestion	LE.SL.6.2 Identify internal human body parts that help with breathing and circulation
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>view and discuss a skeleton chart or artificial skeleton and give a presentation on why bones are important for the human body</li> <li>reassemble a simple diagram of a human skeleton by pasting each part together</li> <li>observe and classify human bones in a table according to their shapes: long, round, straight, curved</li> <li>investigate and name the main bones of the human body</li> <li>observe the difference between contracted muscles and expanded muscles and describe the differences in size and shape</li> <li>create some body movements and identify the different muscles and joints that support them</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>label on a diagram the different internal parts of a human body that support digestion</li> <li>reorganise a jumbled digestive system chart</li> <li>underline from a list or play a game of 'belong or not belong word search' using vocabulary related to digestion</li> <li>create a teeth chart and label the different groups of teeth</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>label the different internal parts of a human body that support the respiratory and circulatory systems</li> <li>reorganise a jumbled respiratory system chart</li> <li>underline from a list of vocabulary words that relate to the circulatory system</li> <li>create a chart showing parts of the respiratory system and label the different parts</li> <li>draw a picture of an open human heart, identify its four chambers and label the arteries and veins</li> <li>listen to the heart beat and locate its position</li> <li>find their pulse and count their heart rate in beats per minute, measure again after some energetic physical activity; talk about the reasons for the changes</li> </ol>

## Biodiversity, Relationships and Sustainability

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	LE.BRS.4.1 Investigate the environment and recognise living things, populations and communities that live locally	LE.BRS.5.1 Investigate and explain the effect on living things when the environment becomes unfavourable	LE.BRS.6.1 Describe how physical features and other adaptations of living things help them to survive in their environment
<b>Activities</b>	Children could, for example: <ul style="list-style-type: none"> <li>a. brainstorm and discuss the advantages of the social patterns of some animals such as colonies of insects and flock of birds</li> <li>b. observe in real life and complete a table with a list of animals, birds, insects and fish in a habitat and describe the behaviours they observed</li> <li>c. investigate and list names of common plants living in an aquatic environment</li> <li>d. classify animals into categories in regard to their diet and ways of moving</li> <li>e. identify plants such as parasitic plants that depend on each other for survival</li> <li>f. investigate and describe the roles of decomposers in a habitat</li> <li>g. investigate and match animals to their proper living environment</li> </ul>	Children could, for example: <ul style="list-style-type: none"> <li>a. brainstorm how marine life can be affected by oil spills or cyclones and discuss ways to manage these effects</li> <li>b. write a plan for people living in lowland areas to adapt to a rise in sea level caused by climate change</li> <li>c. research changes in when fruit trees bear fruit as a result of climate change and produce a chart to show the advantages</li> <li>d. create an educational poster on the dangers of living near a river bank</li> <li>e. present a prepared talk on the effects of landslides and vulnerable landslide sites and prepare a plan for the future to reduce the risks</li> </ul>	Children could, for example: <ul style="list-style-type: none"> <li>a. describe how some animals react when they are in danger</li> <li>b. observe a habitat and identify different external features and explain how they are used for different purposes</li> <li>c. present a prepared talk describing the skin coverings of animals and birds such as feathers, skin and fur and explain how this suits their environment</li> <li>d. create a camouflage mural, by showing animals in their state of camouflage and label them</li> <li>e. explain the changes in colour, size and physical structure of plants when they are introduced into a different environment</li> </ul>

## INTERACTIONS OF MATTER

### Materials

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	IM.M.4.1 Recognise the physical world is made up of natural and synthetic materials with a variety of properties	IM.M.5.1 Investigate the physical properties of natural and synthetic materials and demonstrate how these properties determine their uses	IM.M.6.1 Investigate, observe and record the changes that occur when combining materials
<b>Activities</b>	Children could, for example: <ul style="list-style-type: none"> <li>a. walk through the school grounds and make a list of different kinds of matter they observe, such as soil, grass, air, wood, plastic and glass</li> <li>b. sort common materials into categories of natural and synthetic</li> <li>c. investigate and identify the properties that distinguish materials such as glass, water, milk, plastic, stone</li> <li>d. classify solids according to their properties</li> <li>e. identify and predict a list of absorbent materials and verify their predictions through simple experiments</li> </ul>	Children could, for example: <ul style="list-style-type: none"> <li>a. examine some common natural materials such as wood, soil and water and some common synthetic materials such as plastic bags, glass jars, tins, polyester calico; describe their properties and make links with how they are used</li> <li>b. create a list of chemicals used at home and make a presentation to another class on their properties and uses</li> <li>c. observe and identify common white substances used at home and describe their properties and uses</li> <li>d. identify liquids used at home and describe their properties and uses</li> </ul>	Children could, for example: <ul style="list-style-type: none"> <li>a. investigate and sort solids which dissolve in water and those which do not dissolve</li> <li>b. describe how the properties of substances change when they are combined with each other</li> <li>c. observe the changes in substances when they are combined and identify the causes of the changes</li> <li>d. predict and experiment to find out which liquids can be mixed and those that will not mix, such as oil and water</li> </ul>



## Forms and Cycles of Matter

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	IM.FC.4.1 Recognise that water can exist in three interchangeable states of matter	IM.FC.5.1 Investigate and identify simple properties of solids, liquids and gases	IM.FC.6.1 Represent and explain the water cycle and show concern that water is a limited natural resource
<b>Activities</b>	Children could, for example: <ol style="list-style-type: none"> <li>observe and record the different states of water that are present in the local environment</li> <li>experiment and discover the presence of water in its different states: a liquid, a solid (ice) and a gas (steam)</li> <li>boil and freeze water and observe and record the changes: identify the fact that temperature is the only factor that causes water to change its state</li> <li>experiment, observe and record changes as water changes to different states through melting and freezing, and explain the cause of the changes</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>collect a range of solids such as wood, stones, seeds, soap; observe and classify according to their properties e.g. hardness, texture, natural or synthetic</li> <li>collect a range of common liquids such as water, milk, vinegar, kerosene, cooking oil; observe and classify according to their properties e.g. uses, colour, thickness</li> <li>list common gases in the environment such as water vapour, oxygen, carbon dioxide, LPG gas used for cooking, petrol fumes, and describe some of their properties e.g. smell, whether they are flammable</li> <li>investigate and classify solids which dissolve in water and those which do not dissolve</li> <li>conduct experiments to prove that air is all around us</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>produce a diagram of the water cycle and name the main stages</li> <li>describe what happens in each stage of the water cycle</li> <li>boil water and observe water droplets forming when steam hits a cold surface like glass; explain how this is similar to the condensation that occurs in clouds</li> <li>experiment, observe and record changes as water changes to different states through condensation and evaporation and explain the cause of the changes</li> </ol>

## Reactions

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	IM.R.4.1 Identify changes in the appearance and properties of common materials used locally	IM.R.5.1 Demonstrate and describe ways common materials can be changed temporarily or permanently to form materials with different properties	IM.R.6.1 Predict and conduct experiments to describe ways of producing permanent or temporary changes in some familiar materials
<b>Activities</b>	Children could, for example: <ol style="list-style-type: none"> <li>collect a variety of used or waste materials such as a rusty tin can, charcoal and rotting vegetable peelings and compare their appearance with their original state</li> <li>discover and explain changes in food before, during and after cooking</li> <li>draw flow diagrams to show the changes that will occur to different waste materials, such as tin cans rusting or vegetable peelings decomposing</li> <li>observe materials exposed to the weather and the rain and describe the type of changes that occur</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>collect familiar materials and observe and describe simple changes that occur as a result of temperature changes or contact with water or wind</li> <li>explore changes that occur when you mix, heat or cool substances and explain if the changes are permanent or temporary</li> <li>perform experiments to change substances from a solid to a liquid and vice versa and explain if the changes are temporary or permanent</li> <li>observe changes in substances and classify them according to whether the changes are permanent or temporary</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>predict and test the reversibility of mixing two substances or dissolving substances in solutions</li> <li>experiment with various materials by mixing with water and sort according to whether they are soluble or insoluble</li> <li>predict and observe waste materials that will change through decomposition and those that will not change</li> <li>observe changes in substances and classify them according to whether the changes are physical or chemical</li> </ol>

## ENERGY AND EVERYDAY LIFE

### Energy Sources and Transfer

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	EE.ET.4.1 Recognise that energy is required to make things work or move and the Sun is our primary source of light and heat energy	EE.ET.5.1 Recognise and give examples of various forms of energy	EE.ET.6.1 Identify some common sources of heat and investigate materials which conduct heat
<b>Activities</b>	Children could, for example: a. conduct experiments to show different ways of moving objects b. in small groups research and present the benefits of sunlight to common living things c. identify food produced by plants as the source of energy for animals d. identify the sources of energy that provide heat and light and describe their effects on living things	Children could, for example: a. discuss and draw diagrams to show how solar energy is used in their daily lives b. research and identify fossil fuels that provide chemical energy such as petrol and gas c. discuss and list forms of renewable energy such as solar and wind energy and non-renewable energy such as fossil fuels used in the community d. identify forms of mechanical energy used in daily life e. draw labelled illustrations to show the forms of energy used by common household objects f. identify and list how heat and light energy is used in everyday life	Children could, for example: a. conduct experiments and classify materials that are good and bad conductors of heat b. make posters to show common sources of heat energy c. identify and describe household appliances that produce heat energy d. investigate temperatures of materials using a thermometer

## Energy Transformation, Use and Conservation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	EE.ETC.4.1 Investigate and identify common sources, transfer and transformation of energy	EE.ETC.5.1 Investigate and explain ways energy is transformed in everyday life from one form to another	EE.ETC.6.1 Describe ways to conserve energy use in our everyday lives and explain why it is important
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>describe and illustrate ways humans use common sources of energy in everyday life</li> <li>describe how electrical energy travels from the source to different appliances</li> <li>investigate, identify and classify common sources of energy used in everyday life and present as a chart</li> <li>describe different forms of energy humans use for transport and cooking</li> <li>invite a guest speaker to explain how wind and waterfalls can produce electricity</li> <li>talk about how energy is transferred when we recharge mobile phones and car batteries</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>draw diagrams to show where chemical energy is transformed to heat and light energy such as in a torch battery, hurricane lamp or candle</li> <li>research how humans transform energy from the sun, the wind and water into electrical energy</li> <li>create simple electrical circuits using a bulb, a battery (chemical energy) and wires to create light energy</li> <li>explain how to obtain heat energy by using friction (mechanical energy) or matches (chemical energy) to start a fire</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>make posters to describe the importance of conserving energy in the community or at home</li> <li>research and explain ways to reduce energy use in their home, school and community</li> <li>present a prepared talk about the advantages of using renewable energy in everyday life and present at school assembly</li> <li>develop plans and rules to better use energy in their lives</li> </ol>

## Forces

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	EE.F.4.1 Investigate and identify forces as a push or a pull	EE.F.5.1 Demonstrate the effects of a force	EE.F.6.1 Recognise, demonstrate and give examples of different types of forces in everyday life
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>make a list of common actions or movements used in games and describe as a push or pull</li> <li>describe movements as a push or pull that are used to operate different tools such as scissors, hammer, wheelbarrow, stapler, rake, saw</li> <li>investigate and observe how weights affect a balance scale and describe the force as a push or pull</li> <li>investigate ways that pulling and pushing objects such as balloons, elastic and springs affect their shape</li> <li>investigate ways that pulling and pushing objects such as toy cars affect the speed and direction of their movement</li> <li>experiment and recognise that a magnet can exert a pull (with opposite poles) or a push (with like poles)</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>discuss and illustrate ways of moving heavy objects</li> <li>demonstrate actions and describe the forces used to move, stop, slow down or change direction of a canoe, bicycle or truck</li> <li>role play, describe and draw how tools use force to do work</li> <li>experiment with the force of friction to produce heat energy</li> <li>measure and compare how friction affects the distance that objects move on smooth and rough surfaces such as glass, wood, soil and grass</li> <li>conduct simple experiments with objects that roll to show how force determines the speed and the direction of an object in motion; record observations and discuss possible conclusions</li> <li>conduct simple experiments to show how air resistance can slow down movement of objects, for example by using small parachutes</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>experiment with magnets to identify which objects they attract</li> <li>investigate and explain the effects of different natural forces such as cyclones, tsunamis and floods</li> <li>observe and record the effects of the force of waves or strong rivers on the local environment</li> <li>demonstrate and describe how all things fall towards the centre of the Earth and recognise that this force is called gravity</li> <li>experiment, observe and record differences in the speed of falling objects of different weights and size and describe the effects of gravity</li> <li>experiment with a range of simple machines such as scissors, bicycle pump, pruning shears and stapler and draw diagrams to show the forces used to operate them</li> </ol>

## OUR EARTH AND SPACE

### Our Solar System

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	OES.OSS.4.1 Investigate and recognise that our solar system is made up of the Sun, the Earth and other planets	OES.OSS.5.1 Investigate and explain the impacts of the Earth's rotation on its own axis once every day	OES.OSS.6.1 Investigate and explain the impacts of the tilt of the Earth's axis and the orbiting of the Sun once every year
<b>Activities</b>	Children could, for example: a. observe and discuss the features of the planets in the solar system from displayed pictures b. draw a diagram to show the planets in the correct order from the Sun c. describe the main features of the Sun d. compare the differences between our sun, the stars, the moon and the earth e. present their personal observations about stars, constellations and a galaxy they have seen at night f. create a solar system model g. fill in a chart to compare what is seen in the day and night sky and relate their observations to custom stories	Children could, for example: a. use globes and a light source, such as a lamp or flashlight, to demonstrate how the movement of the Earth creates day and night b. observe and keep a dairy showing, by drawings, the phases of the moon each night for one month c. observe and record changes in the tide over a month, by measuring how far the wave line is each day from a marked position on the shore; compare with observations of the phases of the moon and discuss the links	Children could, for example: a. observe the night sky and record the apparent movement of familiar stars and constellations b. use a globe to show the tilt of the Earth's axis and discuss how this causes wet and dry seasons in Vanuatu c. observe and keep a diary at home of the hours of daylight and where the sun appears to rise and set during wet and dry seasons d. make a model to show eclipses of the sun and the moon

## Our Changing Earth

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	OES.OCE.4.1 Investigate and describe features that occur naturally and those that are the result of human activities	OES.OCE.5.1 Identify and explain causes and visible effects of natural processes and describe ways humans can minimise their impact and adapt to changes	OES.OCE.6.1 Identify and explain causes and visible effects of human activities and describe ways humans can minimise their impact and adapt to changes
<b>Activities</b>	Children could, for example: <ol style="list-style-type: none"> <li>observe a coastal area and describe the movement of tides and the effects of wave action on the coastline</li> <li>observe and describe the local environment to assess the impact of human activities on the Earth's surface</li> <li>discuss and present a talk about how the use of the Earth's resources, such as in mining and forestry, changes the physical environment</li> <li>investigate changes in the land, water and atmosphere such as soil erosion, water pollution and weather and present as a poster or chart</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>research and brainstorm in a web types of natural hazards</li> <li>investigate one kind of natural hazard and present a labelled diagram or essay to explain how it occurs</li> <li>observe and explain periodic changes in their local environment such as storm damage, flooding and deterioration of buildings due to the weather</li> <li>create own natural hazard safety rules and present on a chart</li> <li>invite a guest speaker to talk about ways to predict natural hazards and how to adapt</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>in small groups create murals to show how different human activities affect their local environment</li> <li>present an essay about how air or water pollution affects the environment</li> <li>create and implement rules for protecting aspects of the environment such as wildlife species, habitats, air and water sources and land</li> <li>conduct awareness on how to limit the use of vehicles and use other means such as walking or riding a bicycle</li> <li>perform role plays to encourage the community to limit the use of plastic bags and containers</li> <li>identify and explain ways plants and animals respond to environmental changes caused by human activity</li> </ol>

## AGRICULTURE

### Soil Ecosystem

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	A.SE.4.1 Identify the basic characteristics of a good garden soil and simple ways to increase soil fertility	A.SE.5.1 Demonstrate basic skills to prepare garden soil ready for planting crops	A.SE.6.1 Apply basic skills and knowledge to make compost and control pests
<b>Activities</b>	Children could, for example: <ul style="list-style-type: none"> <li>a. discuss and present a talk on, what makes a good garden soil</li> <li>b. visit a garden site and identify the components such as soil texture, humus, air, soil organisms and water that make a good garden</li> <li>c. collect and apply decomposed organic matter such as wood ash, green plant material and animal manure, to the school garden soil</li> <li>d. discuss and plant flowers, trees and crops over soil affected by soil erosion</li> <li>e. explain the importance of crop rotation to maintain soil fertility</li> </ul>	Children could, for example: <ul style="list-style-type: none"> <li>a. apply digging skills with a variety of tools using correct techniques to soften the soil</li> <li>b. prepare soil beds with proper drainage across slopes</li> <li>c. demonstrate the skills needed to prepare mounds for planting crops such as kumala</li> <li>d. discuss and present advantages and disadvantages of good soil preparation</li> <li>e. prepare soil well by hand, removing stones, weeds, grasses and roots to produce a good tilth</li> <li>f. select a variety of crops and discuss ways to prepare soil for planting</li> <li>g. construct seed beds for seeds to germinate</li> </ul>	Children could, for example: <ul style="list-style-type: none"> <li>a. discuss and identify materials suitable for composting</li> <li>b. create a compost heap using dead materials, soil and water</li> <li>c. present, on charts, steps to make and take care of a compost heap</li> <li>d. use traditional ways to control pests in the school garden</li> <li>e. research different pests in their local environment and present ways to control them</li> </ul>



## Growing Crops

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	A.GC.4.1 Apply basic skills to plant, feed, weed and harvest crops	A.GC.5.1 Identify the main tasks needed to grow and take care of common vegetables	A.GC.6.1 Identify the main tasks needed to grow and take care of common garden fruits
<b>Activities</b>	Children could, for example: <ul style="list-style-type: none"> <li>a. select a variety of crops and discuss how each crop is planted</li> <li>b. collect decomposed material from the compost heap and spread it around growing crops</li> <li>c. apply dead plant material around growing crops for mulch</li> <li>d. discuss and explain the importance of keeping weeds away from garden crops</li> <li>e. select a variety of crops and discuss how each crop is harvested</li> <li>f. create a seasonal calendar to show when certain crops are mature and harvested</li> </ul>	Children could, for example: <ul style="list-style-type: none"> <li>a. demonstrate the variety of ways to grow common vegetables</li> <li>b. discuss and present the reasons for taking care of young plants</li> <li>c. explain why water is essential for growing vegetables</li> <li>d. select, plant and care for a range of local vegetables</li> </ul>	Children could, for example: <ul style="list-style-type: none"> <li>a. demonstrate the variety of ways to grow common garden fruits</li> <li>b. discuss and present reasons for taking care of common garden fruits</li> <li>c. explain how and why pruning is required for better production in some plants such as tomatoes or fruit trees</li> <li>d. explain why water is essential for growing fruit</li> <li>e. select, plant and care for a range of local fruits</li> </ul>

## Looking after Farm Animals

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	No outcome at this level	No outcome at this level	A.FA.6.1 Describe simple techniques to raise common farm animals
<b>Activities</b>			<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. set up a small scale area in the school to house a few chickens and have children raise them</li> <li>b. visit a chicken, pig or cattle farm, survey and present a report about the animals' feed, water supply and housing</li> <li>c. describe and draw ways to make water available for common farm animals</li> <li>d. discuss and present products that come from common farm animals</li> <li>e. present on charts ways to protect common farm animals from diseases</li> <li>f. research and present a poster about the importance of meat to Vanuatu</li> <li>g. identify and discuss the advantages and disadvantages of keeping common farm animals like chickens and pigs in housing or as free-range</li> </ul>



## Section: 4

# Glossary and References





## GLOSSARY

<b>adaptation</b>	the evolutionary process whereby an organism becomes better able to live in its habitat or habitats
<b>arteries</b>	thick-walled blood vessels that carry blood away from the heart
<b>attract</b>	to pull towards, for example, magnets attract iron
<b>bacteria</b>	single celled organisms that are invisible to the naked eye and cause diseases in plants and animals
<b>biodegradable</b>	capable of being broken down (decomposed) rapidly by the action of microorganisms
<b>biodiversity</b>	the range of organisms present in a particular ecological community or system
<b>bowel</b>	the part of the intestine that connects to the anus
<b>bronchial tubes</b>	a tubular passage forming part of a network of airways to and within the lungs
<b>carbon cycle</b>	the movement of carbon between carbon dioxide in the atmosphere, living things and fossil fuels. Plants take in carbon dioxide during photosynthesis to form carbohydrates. Most living things give out carbon dioxide when they breathe out.
<b>carbon emissions</b>	carbon dioxide and carbon monoxide produced by motor vehicles and industrial processes, particularly those that use coal, which form pollutants in the atmosphere; other carbon based gases such as methane are produced in great quantities particularly by herbivores such as cows and by rotting vegetation
<b>carnivore</b>	a meat-eating animal; carnivores usually have strong jaws and canine teeth
<b>chemical change</b>	see chemical reaction
<b>chemical energy</b>	the energy transferred and transformed or associated with a chemical reaction
<b>chemical reaction</b>	a process that leads to one set of chemical substances changing to a different substance
<b>circulatory system</b>	the heart, blood vessels, blood, lymphatic vessels and lymph, that carry food and waste products to and from all cells in animals, including humans
<b>classify</b>	sort things into groups according to certain characteristics
<b>climate change</b>	any change in weather averaged over time due to normal variability (changeability) or because of human activity. Impacts of climate change include changing rainfall patterns, more extreme floods and droughts and rising sea levels.

<b>community</b>	a group of living organisms living together in a habitat that have an effect on each other and are linked together in the food web
<b>composition</b>	the elements or compounds that make up particular matter or materials
<b>compost</b>	a mixture of decaying organic matter, as from leaves and manure, used to improve soil structure and provide nutrients
<b>conductor</b>	a substance through which heat or an electric current can easily flow
<b>conservation</b>	the careful use and management of natural resources including a slowing down in the use of non-renewable resources and development of renewable alternatives; emphasises recycling, reduction of pollution and caring for nature
<b>constellation</b>	a group of stars that seem from the Earth to form a shape
<b>consumer</b>	an organism that gets its food by eating plants and/or animals
<b>dead matter</b>	matter that was once living but is now in a state of decay
<b>decay</b>	decomposing of dead animal and plant material
<b>decompose</b>	to rot; the breakdown of organic matter from a complex to a simpler form, mainly through the action of fungi and bacteria
<b>decomposer</b>	an organism, often a bacterium or fungus, that feeds on and breaks down dead plant or animal matter, thus making organic nutrients
<b>deposition</b>	the geological process by which material is added to a land mass, such as silt that has been washed downstream from rivers or during floods that is deposited in another place
<b>digestive system</b>	the system in the body that is used to process food and turn it into energy
<b>direction</b>	the course on which an object is travelling
<b>dissolve</b>	to cause to pass into a solution, e.g. when salt dissolves in water
<b>diversity</b>	a variety of something, such as the variety of organisms living in a particular habitat
<b>earth</b>	the third planet in the solar system from our Sun
<b>earth's axis</b>	the imaginary line from the North Pole to the South Pole around which the Earth spins. It is tilted at 23.5 degrees from the vertical position.
<b>earth's rotation</b>	the rotation of the Earth on its own axis; each rotation takes 24 hours or one day
<b>eclipse</b>	an eclipse of the Sun (solar eclipse) occurs when the shadow of the Moon falls on the Earth; an eclipse of the moon (lunar eclipse) occurs when the Sun, Earth and Moon are in a straight line and the shadow of the Earth falls on the Moon
<b>electrical circuit</b>	a closed pathway through which an electric current can flow

<b>electrical energy</b>	the energy of electric charges as they flow as a current through a circuit
<b>energy</b>	the capacity to do work
<b>energy forms</b>	types of energy such as electrical, heat or light energy
<b>energy transformation</b>	the process where energy is changed from one form to another
<b>energy transfer</b>	the transfer of energy from one form to another; every transfer of energy involves a transformation of energy
<b>enrich</b>	to make (the soil) richer by adding nutrients
<b>erosion</b>	the process where rocks and soil are broken down by physical or chemical means and the broken down rocks and soil are carried away by water, wind or ice and moved to another place
<b>fertility</b>	the measure of how fertile or productive the soil is
<b>food chain</b>	a hierarchy of different living things, each of which feeds on the one below
<b>food web</b>	the complex combination of interrelated food chains in an ecological community
<b>force</b>	a push or pull that causes an object to speed up, slow down or change shape
<b>friction</b>	the force that works against two surfaces moving over each other; mechanical energy is converted to heat energy
<b>fungi</b>	(singular: fungus) fungi form one of the Kingdoms of living things. They are not plants so do not contain chlorophyll. Examples of fungi are mushrooms and mould. They feed by decomposing other once living things, either plants or animals.
<b>galaxy</b>	a collection of millions of stars and dust in the shape of a disc; our galaxy is known as the Milky Way
<b>gas</b>	a state of matter where the small particles (molecules) spread out and completely fill their container
<b>gravity</b>	the natural force of attraction exerted by a celestial body, such as Earth, upon objects at or near its surface, tending to draw them toward the centre of the body
<b>habitat</b>	the natural home of a plant or animal
<b>harvest</b>	to pick or reap the crops grown
<b>herbivores</b>	animals that eat only plants
<b>hypothesise</b>	the scientific process whereby a tentative explanation for a phenomenon is stated, and then used as a basis for further investigation
<b>insoluble</b>	cannot be dissolved
<b>interaction</b>	a kind of action that occurs as two or more objects have an effect upon one another



<b>interchangeable</b>	capable of being interchanged, e.g. the state of water can be changed from a liquid to a gas or solid and vice versa
<b>interdependence</b>	living things such as plants, animals and people that need each other's help and so they depend on each other
<b>intestines</b>	the part of the digestive system between the stomach and the anus that digests and absorbs food
<b>landforms</b>	natural physical features of the Earth's surface, e.g. a valley, mountain, or plain
<b>life processes</b>	processes that support life such as the digestive, circulatory and reproductive systems
<b>liquid</b>	the state of matter in which the substance is in a runny form and flows freely; it is neither a solid nor a gas. A liquid sinks to the bottom of a container and takes its shape. It maintains its volume and usually has a flat surface.
<b>livestock</b>	domestic animals, such as cattle or pigs, raised for home use or for profit, especially on a farm
<b>lunar cycle</b>	the repeated pattern of the phases of the moon
<b>magnet</b>	an object that is surrounded by a magnetic field and that has the property, either natural or induced, of attracting iron or steel
<b>magnetism</b>	a phenomenon by which materials exert an attractive or repulsive force on other materials: common materials that have magnetic properties are iron and some steels
<b>manufactured</b>	artificial; man-made
<b>marine</b>	belonging to the sea; a marine habitat is one found in or near the ocean
<b>matter</b>	the substance or stuff of which all physical things are composed
<b>mechanical energy</b>	energy produced or used by a machine
<b>mineral</b>	a substance found in the ground that can be identified by its chemical and physical properties
<b>mitigate</b>	to moderate or make less severe
<b>motion</b>	the action or process of moving; movement
<b>mulch</b>	a protective covering, usually of organic matter such as leaves, straw, or peat, placed around plants to prevent the evaporation of moisture
<b>natural disaster</b>	any event or force of nature that has catastrophic consequences, such as an earthquake, flood, volcanic eruption or tropical cyclone (see also natural hazard)
<b>natural hazard</b>	a natural hazard is the name given to natural phenomena such as an earthquake or a cyclone which can be a source of danger. They are recognized as disasters only when people have failed to limit their impact. An example of a hazard becoming a disaster would be when people failed to respond to a tsunami warning and remained by the coast. (see also natural disaster).

<b>natural resource</b>	resources occurring in nature that can be used to create wealth e.g. oil, coal, water, and land
<b>non-biodegradable</b>	not capable of being broken down (decomposed) rapidly by the action of microorganisms
<b>nutrients</b>	compounds found in the environment that plants and animals need to grow and survive
<b>oesophagus</b>	the tube that carries food from the mouth to the stomach
<b>orbit</b>	the path taken through space of one object moving around another; the Earth orbits the Sun and one revolution takes 365¼ days or one year
<b>organic matter</b>	matter that is or was once living; organic matter is something with organic compounds that is added to the soil to enrich it
<b>organisms</b>	living things e.g. plants, animals, viruses, or bacteria
<b>oxygen</b>	the odourless gas that is present in the air that human beings and animals breathe in and that plants release
<b>pest</b>	an insect or other small animal that harms or destroys garden plants and trees
<b>phases of the moon</b>	the changing shape of the sunlit surface of the Moon as seen from Earth
<b>phenomena</b>	events or occurrences
<b>photosynthesis</b>	the process by which green plants make sugar and starch from carbon dioxide and water in the presence of sunlight
<b>planets</b>	large bodies that orbit around a star; the planets in our Solar System in order from the Sun are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Pluto is now classified as a “dwarf planet” not a planet as it shares its orbit with other celestial bodies.
<b>pollination</b>	the transfer of pollen from the anther (the sack-like part of the stamen of a flower that produces pollen) to the stigma (the sticky part of a flower’s female reproductive system)
<b>pollution</b>	the introduction of harmful substances or products into the environment
<b>population</b>	the number of animals or plants of the same species that live in a given area
<b>predator</b>	an animal that hunts and eats other animals for food
<b>prey</b>	animals that are caught, killed, and eaten by other animals as food
<b>producers</b>	green plants produce the food and energy for all other organisms in a food chain or food web
<b>properties</b>	qualities belonging to, or are unique to things such as matter
<b>pruning</b>	a technique that is employed by gardeners in order to control growth, remove dead or diseased wood or stimulate the formation of flowers and fruit buds

<b>pull</b>	a force which draws the object pulled, towards the source of the force
<b>push</b>	a force which forces the object pushed, away from the source of the force
<b>reactions</b>	chemical reactions happen when one or more elements are combined, a reaction occurs and the original elements change to form a new element e.g. when flour, sugar, eggs and butter are combined and then baked, the ingredients change to form a new substance called cake
<b>relationship</b>	connection between living things by way of living together, eating habits and characteristics
<b>reproduce</b>	to produce offspring or new individuals through a sexual or asexual process
<b>respiratory system</b>	air-breathing system; the system of organs in the body responsible for the intake of oxygen and the expiration of carbon dioxide
<b>repel</b>	to push away; like poles of magnets repel each other
<b>revolution</b>	a movement following a circular course; usually refers to the Earth's movement around the Sun
<b>satellite</b>	a satellite is anything that orbits something else, for example as the Moon orbits the Earth
<b>seasons</b>	a season is a part of the year, marked by changes in weather, ecology, and hours of daylight. Seasons result from the yearly revolution of the Earth around the Sun
<b>silt</b>	earthy matter, fine sand carried by moving or running water and deposited as a sediment
<b>solar system</b>	the sun and everything that moves around it including the eight planets and their moons, asteroids and comets
<b>solid</b>	a state of matter that keeps its shape
<b>soluble</b>	capable of being dissolved
<b>solution</b>	a mixture in which a solute e.g. sugar is dissolved in a solvent e.g. water
<b>Sun</b>	a star that is the basis of the solar system and that sustains life on Earth, being the source of heat and light
<b>source</b>	the origin of something or where it arises, or is obtained
<b>speed</b>	distance travelled per unit of time e.g. kilometers per hour
<b>star</b>	a huge ball of gas held together by gravity
<b>substance</b>	matter which has mass and occupies space
<b>survival</b>	the act or fact of surviving or going on living, especially under adverse or unusual circumstances
<b>sustainability</b>	a way of maintaining and giving support for something to ensure they continue to live on, avoiding extinction
<b>synthetic</b>	made artificially by chemical production
<b>thermometer</b>	an instrument used to measure temperature

<b>tides</b>	the periodic rise and fall of the waters of the ocean and its inlets, produced by the attraction of the moon and sun
<b>tilt</b>	slope (See Earth's axis)
<b>top soil</b>	the upper, outermost layer of soil, usually the top 5 cm to 20 cm; it has the highest concentration of organic matter and microorganisms
<b>transform</b>	change
<b>Universe</b>	all matter and energy, including the Earth, the galaxies, and the contents of intergalactic space, regarded as a whole
<b>veins</b>	blood vessels that carry blood to the heart
<b>water cycle</b>	the movement of water between the atmosphere, the land and sea
<b>weathering</b>	the slow breaking down of the surface of rocks into smaller particles; weathering is caused by wind, water, changing temperatures and chemical reactions

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# Social Science





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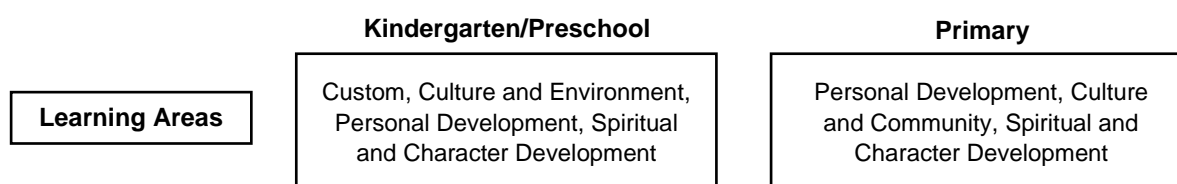
## Section 1

# INTRODUCTION

This syllabus identifies the knowledge, skills, attitudes and values that children should acquire for Years 4 to 6 in Social Science. It describes the content for Social Science at this level. Teachers of Years 4 to 6 will use this syllabus to develop Social Science teaching and learning programs for children at this level. The content is expressed as learning outcomes and indicators.

The table below shows how Social Science is structured in primary schools and how it links to preschool.

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



The subject Social Science has three Strands each with a number of Sub-Strands as shown in the table below.

Strands	Sub-strands
<b>Our Cultural Heritage and Identity</b>	Cultural Values and Beliefs
	Story of Our Islands
	Spiritual and Character Development
	Caring for Our Environment
<b>Civics and Community Relationships</b>	Living and Working Together
	Our Pacific Neighbours
	Community Governance
<b>Enterprise</b>	Enterprise Values and Skills

In Social Science teachers should assist children to develop research skills including:

- developing open and closed questions for interviews and surveys
- interviewing local people of significance
- creating, collating and presenting information gathered from surveys
- locating and gathering relevant information from reference books, using such tools as the table of contents and index
- locating and gathering relevant information from the internet as technology becomes more accessible in Vanuatu

Teachers should make this subject relevant to the children's lives by utilising local resources around them. They should for example:

- invite guest speakers from the community to talk to the children
- invite community elders and people of significance to teach the children about significant cultural traditions and events
- take the children out on excursions to relevant places of interest within the environment and the community
- encourage children to bring artefacts and objects of interest from home to present or display in the classroom

## **Rationale**

In Social Science children explore their unique cultural heritage and identity and develop a sense of belonging, self worth and national pride. It is important for children to become fully responsible for their actions, to be independent and to take on their responsibilities as individuals and as members of their communities. In Years 4 to 6 children further develop their understanding of cultural values, along with rich cultural knowledge, practices and social behaviours relevant to their stage of development. These cultural values and understandings enable children to participate effectively and constructively in their communities. Children continue to develop the feeling of membership, of belonging, and learn to value and respect their identity within their communities and as citizens of Vanuatu.

Children explore the geography and history of Vanuatu and understand factors which have contributed to the development of the rich cultural diversity of Vanuatu. They also explore and compare lifestyles and governance of peoples from neighbouring countries in the South Pacific. They learn about the different levels of government in Vanuatu and compare different ways of maintaining order within communities and ways decisions are made.

They also further develop their understanding of spiritual, religious and moral values and how to apply them within their daily lives. Children continue to adopt the social and collective rules of society and develop a strong sense of right and wrong. They show self-respect and respect for others, including respect for the opposite sex, and learn to value the diversity of cultures and religions within Vanuatu. They become familiar with and understand their freedoms and individual rights advocated in the Vanuatu Constitution.

Children learn to value the unique features of their local environment and explore natural events and human practices which cause damage to the environment and discover ways to prevent and minimise this damage. They learn how to read traditional signs during natural hazards and know how to survive. They begin to explore global issues like climate change and understand the importance of conserving the natural environment for future generations of Vanuatu.

Children investigate how communities meet their needs through trade and exchange of goods. They come to understand the importance of the range of paid and unpaid work in Vanuatu and understand the importance of having essential infrastructures and services within their communities. They begin to develop enterprise skills and values that enable them to grasp opportunities to enhance their communities and, at the same time, enable them to make a living.

In Years 4 to 6 children build a strong foundation of skills, knowledge and values to equip them with life skills and to lay the foundation for further study in Social Science in Years 7 to 10.

## Aims

The aims of Social Science from Year 4 to Year 6 are as follows.

Children:

- investigate how appropriate traditional and modern customs contribute to social living in urban, rural and remote locations and respect them
- develop knowledge of the history of Vanuatu and its relationships in time with its South Pacific neighbours
- develop knowledge of the geography of Vanuatu, the map of the nation, islands, towns and villages
- apply spiritual and custom beliefs, moral values and principles in their everyday lives
- recognise the importance of conserving the natural environment and managing resources of Vanuatu for future generations
- begin to explore the causes and impacts of climate change and natural hazards and identify ways to minimise risk and adapt to changing circumstances
- understand how people cooperate in a community to meet basic needs while showing respect and acknowledging individual freedoms, rights and responsibilities
- investigate the democratic process and the structure of community, local and national government
- recognise and begin to accept their roles and responsibilities as community members, citizens of Vanuatu and global citizens
- apply enterprise values and skills to practical projects in their local community.

## Content Overview

Social Science supports students to learn about and value the cultural diversity of Vanuatu, to learn about the ways people of Vanuatu work together in a dynamic changing society, to conserve cultural practices and traditions while accommodating changes in a modern world where technology and global priorities such as climate change affect people's lives. They learn about their roles and responsibilities within their local communities and how rules, laws and governance in a democratic society work to support the Constitution of Vanuatu. 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 what most students are expected to achieve in Social Science by the end of Year 10.

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

The learning area outcomes for Culture and Community and Spiritual and Character Development learning area outcomes appear below.

### Culture and Community

Recognise that people, ideas and events of the past shaped the present and will shape the future, including our cultural identity, cultural practices and sense of community and investigate ways in which democratic processes are used in Vanuatu to secure rights and freedoms of individuals and ensure wise management of our culture, environmental resources and wealth.

### Spiritual and Character Development

Demonstrate a sense of social responsibility by appreciating and acknowledging the importance of ethical behaviour and supporting and valuing different views and opinions, a concern for all human beings and their spiritual values.

## Strands

Strands define major aspects of learning within a subject.

Social Science has three Strands:

- Our Cultural Heritage and Identity
- Civics and Community Relationships
- Enterprise

## Sub-strands

The 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 build upon previous learning.

## Description of Strands and Sub-Strands

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

### Table of strands and sub-strands

Social Science has four strands and the same three sub-strands across each strand.

Strand	Our Cultural Heritage and Identity	Civics and Community Relationships	Enterprise
Sub-strand	<ul style="list-style-type: none"><li>▪ Cultural Values and Beliefs</li><li>▪ Story of Our Islands</li><li>▪ Spiritual and Character Development</li><li>▪ Caring for Our Environment</li></ul>	<ul style="list-style-type: none"><li>▪ Living and Working Together</li><li>▪ Our Pacific Neighbours</li><li>▪ Community Governance</li></ul>	<ul style="list-style-type: none"><li>▪ Enterprise Values and Skills</li></ul>

## Description of Strands

The three strands of Social Science are described below.

### Our Cultural Heritage and Identity

The strand of Our Cultural Heritage and Identity describes the skills, strategies, and knowledge that help children understand the significance of belonging to their unique cultural group. They come to understand the cultural practices and roles and responsibilities expected of them within the range of family, cultural and social groups to which they belong. Children learn about the history and geography of Vanuatu and how past and present influences affect their lives. They further develop their understanding of custom and spiritual beliefs and social rules and use these to shape good moral values and help children to learn to behave as responsible members of their community. They acknowledge that individuals have the freedom to practise their chosen religion and recognise that there are different religious attitudes, values, beliefs and practices.

In Years 4 to 6 children develop an understanding of natural and built environments, explore the impacts of people on the environment and look at ways to minimise damage and conserve the rich environment of Vanuatu for future generations. They learn ways to reduce the risks associated with natural hazards and begin to understand the causes and impacts of climate change.

### Civics and Community Relationships

In this strand children investigate how people cooperate within and across different communities in Vanuatu to meet their needs for food, housing, transport, medical care, education and other essential requirements. They investigate the different jobs and services that exist in urban, rural and remote communities and how these support communities to operate successfully. They also learn about trading and the exchange of goods within Vanuatu and how these practices support communities to meet their needs and wants.

Children also learn about Vanuatu's South Pacific neighbours and close trading partners and compare their lifestyles and governance. They begin to develop an understanding of the interrelationships that exist between these countries and Vanuatu.

Children also learn about how communities protect people's rights and freedoms and learn the responsibilities associated with maintaining safe, successful communities in Vanuatu. They investigate how decision-making occurs at different levels within the community and the roles and responsibilities associated with being responsible citizens of Vanuatu.

### **Enterprise**

In Year 4 to 6, children begin to develop enterprise skills, values and strategies that enable them to create opportunities to solve problems, develop practical projects and provide services. These can provide ways of producing an income and offer support to families and the community.

Children engage in practical activities where they apply:

- lateral and critical thinking skills in devising and evaluating innovative ideas and projects
- planning and management skills in setting goals, identifying and obtaining required resources and setting timelines for things to happen
- team work, by listening and developing ideas together, taking on roles and responsibilities and cooperating to achieve common goals
- marketing, sales and advertising skills to identify new and unique needs within their communities, to make decisions about whether to proceed with projects and to promote the goods and services they create
- financial management skills to learn the value of money and how to manage it successfully through budgets and careful accounting for costs.

This is a new aspect of the curriculum in Vanuatu which enables all students to explore ways of making a living. Enterprise will be further developed as a subject at secondary school level.

### **Description of Sub-strands**

The content of the Social Science sub-strands is outlined in the learning outcomes and indicators.

### **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

## Assessment of Social Science

The table below gives examples of aspects of Social 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
<b>Our Cultural Heritage and Identity</b>	<ul style="list-style-type: none"> <li>▪ Ongoing development of religious and moral values</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk with children about their understanding of cultural norms, rituals and practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Projects about environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vanuatu's geography and history</li> </ul>
<b>Civics and Community Relationships</b>	<ul style="list-style-type: none"> <li>▪ Role plays to demonstrate an understanding of different systems of governance in the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to children talk in small groups about different jobs and services in urban and rural communities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Projects that describe ways of life in Melanesian, Micronesian and Polynesian countries</li> </ul>	
<b>Enterprise</b>	<ul style="list-style-type: none"> <li>▪ Planning and management skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask questions during problem solving discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Team evaluations of practical projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budgeting skills</li> </ul>

## Section: 2

# Learning Outcomes and Indicators







## Overview of all Strand and Sub-strand Learning Outcomes

The learning area outcome for Culture and Community that appears below describes what most students are expected to achieve in Social Science and other subjects that form part of the Culture and Community Learning Area by the end of Year 10. The table describes the strand learning outcomes for each of the three strands in Social Science for Years 1 to 10.

### Culture and Community Learning Area Outcome

*Recognise that people, ideas and events of the past shaped the present and will shape the future, including our cultural identity, cultural practices and sense of community and investigate ways in which democratic processes are used in Vanuatu to secure rights and freedoms of individuals and ensure wise management of our culture, environmental resources and wealth.*

### Spiritual and Character Development Learning Area Outcome

*Demonstrate a sense of social responsibility by appreciating and acknowledging the importance of ethical behaviour and supporting and valuing different views and opinions, a concern for all human beings and their spiritual values.*

The Social Science syllabus is organised into three Strands: Our Cultural Heritage and Identity; Civics and Community Relationships; and Enterprise.

Strand	Our Cultural Heritage and Identity	Civics and Community Relationships	Enterprise
<b>Learning Outcome</b>	Develop a strong sense of pride in their cultural and national identity through an understanding of the diverse cultures, history, environmental issues and spiritual and moral values that support Vanuatu society	Demonstrate knowledge and skills that enable them to live and work in harmony as a nation and contribute effectively as active, responsible citizens of Vanuatu	Demonstrate enterprise values, attributes and skills which enable them to be innovative in ways they earn a living and contribute positively towards the economic and social development of Vanuatu

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

Strands	Our Cultural Heritage and Identity	Civics and Community Relationships	Enterprise
<b>Sub-strands</b>	<ul style="list-style-type: none"><li>▪ Cultural Values and Beliefs</li><li>▪ Story of Our Islands</li><li>▪ Spiritual and Character Development</li><li>▪ Caring for Our Environment</li></ul>	<ul style="list-style-type: none"><li>▪ Living and Working Together</li><li>▪ Our Pacific Neighbours</li><li>▪ Community Governance</li></ul>	<ul style="list-style-type: none"><li>▪ Enterprise Values and Skills</li></ul>

Each of these sub-strands has explicit learning outcomes that identify what children at each year level should be able to demonstrate by the end of that year. Examples of indicators are given that show what children need to demonstrate to achieve the outcomes. They are not a checklist to be systematically ticked off, but examples only. Teachers use the indicators to help make judgements about children's achievements. Teachers can develop their own indicators for the learning outcomes once familiar with the outcomes.

### 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, and the number of the outcomes in that sub-strand. For instance, in the Our Cultural Heritage and Identity Table **CHSI.6.2** means Our Cultural Heritage and Identity Strand (**CH**), Story of Our Islands sub-strand (**SI**), Year 6 (**6**) and learning outcome 2 (**2**). Each indicator is labelled alphabetically using a small letter. Refer to particular outcomes and indicators using this system.

Strand	Sub-strands	Year 4	Year 5	Year 6
<b>Our Cultural Heritage and Identity</b> Develop a strong sense of pride in their cultural and national identity through an understanding of the diverse cultures, history, environmental issues and spiritual and moral values that underpin Vanuatu society.	Cultural Values and Beliefs	CHCV.4.1 Explore and identify the purposes of different cultural groups and the related values and beliefs	CHCV.5.1 Demonstrate an understanding of different traditional beliefs, rituals, norms, practices and ways of communicating	CHCV.6.1 Discuss and demonstrate the significant purposes of cultural ethics and practices, and how they are passed on and sustained
	Story of Our Islands	CHSI.4.1 Identify and describe the islands of Vanuatu and their physical features	CHSI.5.1 Describe and compare the provinces, main towns and villages of Vanuatu	CHSI.6.1 Describe and represent geographical features of Vanuatu and its place in the world
		CHSI.4.2 Understand and describe the early migration and history of Vanuatu	CHSI.5.2 Describe the period of time when Europeans arrived in New Hebrides	CHSI.6.2 Investigate and describe the period of time during the Condominium and Independence
	Spiritual and Character Development	CHSC.4.1 Identify common religious and moral values, practices, occasions and beliefs in the community	CHSC.5.1 Compare religious and moral values, practices, occasions and beliefs in the community	CHSC.6.1 Explain how religious and moral values, practices, occasions and beliefs influence how people live in their community
	Caring for Our Environment	CHCE.4.1 Identify and describe practices to conserve the natural and built resources within their local environment	CHCE.5.1 Describe human activities and natural events that damage the local environment and investigate ways to reduce the damage	CHCE.6.1 Identify environmental issues in the community and design and implement actions to address these issues

Strand	Sub-strands	Year 4	Year 5	Year 6
<b>Civics and Community Relationships</b> Demonstrate knowledge and skills that enable them to live and work in harmony as a nation and contribute effectively as active, responsible citizens of Vanuatu.	Living and Working Together	CCLW.4.1 Investigate and describe how people in urban and rural communities meet their needs and wants	CCLW.5.1 Investigate and discuss the importance of different jobs and services in urban and rural communities	CCLW.6.1 Investigate and discuss trading and the exchange of goods within Vanuatu
	Our Pacific Neighbours	CCPN.4.1 Investigate and compare how people live in different Melanesian countries	CCPN.5.1 Investigate and compare how people live in different Micronesian countries	CCPN.6.1 Investigate and compare how people live in different Polynesian countries and in close trading countries
	Community Governance	CCCG.4.1 Understand the importance of rules and how decisions are made in the family, at school and in the community	CCCG.5.1 Identify and discuss rules, rights, freedoms, responsibilities, duties and decision making in the community	CCCG.6.1 Investigate and identify how local systems of governance work
<b>Enterprise</b> Demonstrate enterprise values, attributes and skills which enable them to be innovative in ways they earn a living and contribute positively towards the economic and social development of Vanuatu.	Enterprise values and skills	EEV.4.1 Investigate and use basic enterprise values, skills and processes to solve simple practical problems	EEV.5.1 Investigate and apply enterprise values, skills and strategies to implement practical projects	EEV.6.1 Demonstrate enterprise values, skills and strategies to meet individual and community needs

## OUR CULTURAL HERITAGE AND IDENTITY

### Cultural Values and Beliefs

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CHCV.4.1 Explore and identify the purposes of different cultural groups and the related values and beliefs	CHCV.5.1 Demonstrate an understanding of different traditional beliefs, rituals, norms, practices and ways of communicating	CHCV.6.1 Discuss and demonstrate the significant purposes of cultural ethics and practices, and how they are passed on and sustained
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and understands how belonging to groups is important and that people belong to different groups for different reasons</li> <li>b. identifies and compares the uniqueness of their own group and similarities with other cultural groups in the community</li> <li>c. discusses how each cultural group has an influence on other cultural groups</li> <li>d. discusses and identifies various traditional custom values and beliefs in the community</li> <li>e. describes how cultural groups treasure the significance of their custom values and beliefs and understands their importance</li> <li>f. recognises and identifies custom values and beliefs which have a great impact on lives of members of the community</li> <li>g. identifies values, beliefs and custom protocols used to avoid and resolve conflicts and disputes in the community</li> <li>h. recognises different types of communication, speeches and dialogues that show a sense of belonging</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and understands how cultural practices reflect and express people's customs, traditions and values</li> <li>b. identifies and discusses the significance of various rituals in the community</li> <li>c. identifies various norms in the community and explain how they are applied and enforced</li> <li>d. identifies and compares how groups agree to norms</li> <li>e. identifies different ways of communicating during cultural practices</li> <li>f. understands how language and culture binds a community together</li> <li>g. explains links between the natural cycle of time and events and activities on the traditional calendar</li> <li>h. recognises the importance of participating in main rituals and practices</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and compares common cultural practices in the community</li> <li>b. discusses and understands how cultural ethics and practices vary but reflect similar purposes and values</li> <li>c. investigates and discusses the cultural significance of preserving and transmitting practices from one generation to the next</li> <li>d. identifies and describes the origins of traditional practices and explains why they are valued</li> <li>e. identifies and describes why traditional beliefs and practices may be at risk of losing their value or disappearing</li> <li>f. identifies ways of using modern technology to preserve and promote traditional cultures</li> <li>g. describes the cultural and traditional important events and steps throughout life for individuals</li> <li>h. identifies and explains reasons for transmitting and preserving cultural products, sites, monuments, languages and arts</li> </ul>

## Story of Our Islands

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CHSL.4.1 Identify and describe the islands of Vanuatu and their physical features	CHSL.5.1 Describe and compare the provinces, main towns and villages of Vanuatu	CHSL.6.1 Describe and represent geographical features of Vanuatu and its place in the world
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises that Vanuatu is made up of 83 islands</li> <li>b. identifies and explains how natural hazards cause changes to the islands of Vanuatu</li> <li>c. identifies, describes and maps the different locations of the islands of Vanuatu</li> <li>d. identifies and describes the formation and physical features of each island</li> <li>e. identifies and uses maps to show the locations of the main physical features of the islands of Vanuatu</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies the location of each province and explains how the provinces were named</li> <li>b. compares the land use and population of each province</li> <li>c. recognises and compares how the land is used in towns and villages</li> <li>d. compares the similarities and differences between towns and villages</li> <li>e. explains the reasons for having transport and communication centres in certain locations in Vanuatu</li> <li>f. explains why the main towns are important for the whole population of Vanuatu</li> </ul>	<p>This will be evident when children, for example:</p> <ul style="list-style-type: none"> <li>a. represents different geographical features on maps of Vanuatu such as physical features, towns and villages, and identifies Vanuatu's position in relation to the Equator and the Tropic of Capricorn</li> <li>b. uses an atlas to locate places and to investigate different ways of representing information on maps</li> <li>c. uses globes of the world to understand concepts of continents, oceans and countries</li> <li>d. understands concepts of latitude, longitude, Equator, Tropics of Capricorn and Cancer</li> <li>e. demonstrates the following mapping skills: use of scale, key or legend, compass points</li> <li>f. creates maps of Vanuatu showing geographical features such as population distribution, climatic zones, land use, resources and tourist attractions</li> </ul>

## Story of Our Islands

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CHSI.4.2 Understand and describe the early migration and history of Vanuatu	CHSI.5.2 Describe the period of time when Europeans arrived in the New Hebrides	CHSI.6.2 Investigate and describe the period of time during the Condominium and Independence
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and describes the first settlers who arrived in the New Hebrides</li> <li>b. recognises how different people contributed to Vanuatu's early growth and life styles</li> <li>c. recognises and describes objects that provide evidence of early settlement in different locations of Vanuatu</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies the period and reasons for the arrival of the first Europeans</li> <li>b. describes the early exploration of the New Hebrides by European voyagers (1500-1700s)</li> <li>c. describes and explains the effects of the arrival of European traders and missionaries (1700s-1900s)</li> <li>d. identifies the routes followed by early European explorers and locates their landing sites in the New Hebrides</li> <li>e. identifies historic sites and stories associated with early European settlement</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. understands the meaning of the terms condominium and independence</li> <li>b. describes how and why the Condominium was established</li> <li>c. describes main events from the colonial period (1906 - 1980)</li> <li>d. identifies main events leading to Independence</li> </ul>



## Spiritual and Character Development

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CHSC.4.1 Identify common religious and moral values, practices, occasions and beliefs in the community	CHSC.5.1 Compare religious and moral values, practices, occasions and beliefs in the community	CHSC.6.1 Explain how religious and moral values, practices, occasions and beliefs influence how people live in their community
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises, discusses and demonstrates respect for self and others</li> <li>b. identifies and discusses relationships between individuals in the extended family</li> <li>c. identifies and explains custom and spiritual rules and how they affect life in the extended and nuclear family</li> <li>d. identifies and discusses some religious values, beliefs, occasions and practices within the community</li> <li>e. identifies qualities of someone with a good character and describes their actions and attitudes</li> <li>f. identifies and develops positive attitudes through inspirational songs, sacred stories and prayers</li> <li>g. identifies and describes religious occasions within the community</li> <li>h. understands and acknowledges that there are differences in religious, spiritual and custom beliefs</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. explains and compares standards of behaviour which promote good relationships in the extended family and the community</li> <li>b. identifies common spiritual rules and values in the family and in the community</li> <li>c. identifies similarities and differences between religious and custom values, occasions and beliefs in the community</li> <li>d. describes and compares ceremonial occasions observed annually by the extended family and the community</li> <li>e. promotes positive attitudes through inspirational songs, sacred stories and prayers</li> <li>f. demonstrates respect for the freedom of beliefs described in the Vanuatu Constitution</li> <li>g. demonstrates respect for custom protocols and values within the immediate and extended family</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. demonstrates faith in everyday life by developing a good relationship with the creator through inspirational songs, sacred stories and prayers</li> <li>b. identifies solutions to conflicts by acting in responsible and respectful ways</li> <li>c. identifies and finds solutions to problems that prevent the community from living in harmony</li> <li>d. explains the virtues of a range of spiritual and community leaders</li> <li>e. explains and promotes religious values, occasions and beliefs that impact positively on life in the community</li> <li>f. applies good spiritual and moral values in personal decision making</li> <li>g. explains the impact of religious and moral values within the community</li> </ul>

## Caring for Our Environment

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CHCE.4.1 Identify and describe practices to conserve the natural and built resources within their local environment	CHCE.5.1 Describe human activities and natural events that damage the local environment and investigate ways to reduce the damage	CHCE.6.1 Identify environmental issues in the community and design and implement actions to address these issues
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and describes custom relationships people have with the land and sea</li> <li>b. describes activities in the community and school which are harmful and those which help to conserve the environment</li> <li>c. identifies and discusses cultural and modern methods of conserving the environment and how to apply them</li> <li>d. identifies changes to personal actions that will have a positive impact on the environment</li> <li>e. recognises traditional knowledge that helps to preserve resources in the local environment</li> <li>f. describes practices that keep home, school and community environments safe and attractive</li> <li>g. identifies environmental reasons for locating built resources in particular places in the village</li> <li>h. describes ways to protect marine and wild life and native plant life</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. describes human activities which destroy the environment and identify ways to reduce the damage</li> <li>b. describes changes and damage to the environment caused by natural hazards and identifies ways to prevent or minimise damage</li> <li>c. discusses how climate change affects the environment and identifies ways to reduce the impact of harmful practices in the community</li> <li>d. explains how agro-forestry helps to maintain rich soils and clean air</li> <li>e. identifies traditional ways of conserving the environment</li> <li>f. describes personal actions which can prevent damage to the environment</li> <li>g. discusses ways to conserve natural habitats in rivers, lakes and the sea</li> </ul>	<p>This will be evident when then child, for example:</p> <ul style="list-style-type: none"> <li>a. designs and plans actions to help reduce the effects of climate change in the community</li> <li>b. develops emergency plans for different natural hazards which affect the community</li> <li>c. identifies disaster risks within the community and locates safe places to build homes</li> <li>d. promotes actions to preserve natural breeding grounds of local species of marine, bird and wild life</li> <li>e. identifies endangered species of plants and animals and applies ways to preserve them</li> <li>f. promotes environmental conservation in the community</li> <li>g. applies community decisions to protect the local environment</li> </ul>

## CIVICS AND COMMUNITY RELATIONSHIPS

### Living and Working Together

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CCLW.4.1 Investigate and describe how people in urban and rural communities meet their needs and wants	CCLW.5.1 Investigate and discuss the importance of different jobs and services in urban and rural communities	CCLW.6.1 Investigate and discuss trading and the exchange of goods within Vanuatu
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. demonstrates an understanding of the difference between needs and wants</li> <li>b. identifies goods and services that satisfy community needs and wants</li> <li>c. identifies different cultural ways of meeting people's social and emotional needs</li> <li>d. identifies goods and services that individuals buy or obtain from the community</li> <li>e. describes ways in which modern technology has affected people's wants and way of life</li> <li>f. recognises and develops the concept of working together and helping each other within the family, school and village</li> <li>g. describes how people in rural and urban communities meet their needs and wants in different ways</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. demonstrates an understanding of the difference between goods and services</li> <li>b. identifies and explains work people do to earn money to buy goods and services</li> <li>c. identifies and differentiates between unpaid and paid jobs</li> <li>d. describes the contributions people make through unpaid work in family and community</li> <li>e. identifies the services in their community and knows how to access them</li> <li>f. explains why men, boys, women and girls perform different jobs and services in traditional life</li> <li>g. discusses how jobs and services in modern society are not linked to gender</li> <li>h. understands the importance of everyone in the community contributing either through paid or unpaid work</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. demonstrates an understanding of the difference between trading and exchange of goods</li> <li>b. identifies and explains the benefits of trading and exchanging goods within and between villages</li> <li>c. establishes honest, transparent trading relationships with trading partners</li> <li>d. identifies and explains how individuals and groups contribute to the economic growth of the community</li> <li>e. describes common trading relationships between the islands of Vanuatu</li> <li>f. describes the role of companies and associations that support trading in Vanuatu</li> <li>g. describes the role of the Government in supporting trade within Vanuatu</li> </ul>

## Our Pacific Neighbours

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CCPN.4.1 Investigate and compare how people live in different Melanesian countries	CCPN.5.1 Investigate and compare how people live in different Micronesian countries	CCPN.6.1 Investigate and compare how people live in different Polynesian countries and in close trading countries
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and describes the different ways of life in the islands of Vanuatu as a Melanesian country</li> <li>b. locates the Melanesian countries</li> <li>c. compares customs, traditions and ways of life in the Solomon Islands, New Caledonia, Papua New Guinea and Fiji</li> <li>d. identifies and explains factors that have brought about changes in the Melanesian way of life</li> <li>e. identifies the common links, pride and key characteristics that exist between people from Melanesia</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and describes the different ways of life in the islands of Micronesia such as Palau, Mariana Islands, Kiribati, Nauru and Guam</li> <li>b. locates the Micronesian countries</li> <li>c. identifies and explains factors that have brought about changes in the Micronesian way of life</li> <li>d. discusses and compares the differences in how they live together in their communities</li> <li>e. identifies the common bonds, pride and key characteristics that exist between people from Micronesia</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and describes the different ways of life in the islands of Polynesia such as Samoa, Tonga, Tuvalu, French Polynesia and Easter Island and traditional ways of life for the Maori people in New Zealand and Aboriginal people in Australia</li> <li>b. locates the Polynesian countries</li> <li>c. identifies and explains factors that have brought about changes in the Polynesian way of life</li> <li>d. discusses and compares the differences in how they live together in their communities</li> </ul>

## Community Governance

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CCCG.4.1 Understand the importance of rules and how decisions are made in the family, at school and in the community	CCCG.5.1 Identify and discuss rules, rights, freedoms, responsibilities, duties and decision making in the community	CCCG.6.1 Investigate and identify how local systems of governance work
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. knows and understands how groups make and implement rules</li> <li>b. knows and understands the purposes of having rules in the community</li> <li>c. understands the consequences of breaking rules at home, at school and in the community</li> <li>d. knows and understands that rules made by a group affect people in that group</li> <li>e. adapts their behaviour to meet the rules of different groups</li> <li>f. understands how decisions are made in the family, at school, and in the community</li> <li>g. identifies and recognises specific people as decision makers in the family, at school, and in the community</li> <li>h. understands, creates and respects rules at school</li> <li>i. understands and respects rules in the community</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises and understands that rights come with duties and responsibilities</li> <li>b. discusses the procedures for protecting human rights in Vanuatu</li> <li>c. discusses and understands that people in groups are governed by laws that protect their rights and freedoms</li> <li>d. identifies how individuals, groups, and organisations work to promote social justice and human rights</li> <li>e. describes different decision-making processes in the community</li> <li>f. identifies roles and explains duties and responsibilities of leaders within a community and how leaders are chosen</li> <li>g. knows and understands that rules and laws result from decisions about rights, duties and responsibilities</li> <li>h. discusses and describes the role of the Constitution of the Republic of Vanuatu and how it helps to protect the rights of individual citizens</li> <li>i. demonstrates choices to obey rules at home, school and in the community</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises different systems of governance in Vanuatu</li> <li>b. understands the democratic system of government in Vanuatu</li> <li>c. investigates and differentiates between chiefly and national systems of governance</li> <li>d. compares the election procedures for village, provincial, municipal and national governments</li> <li>e. understands the meaning of republic</li> <li>f. understands and describes the structure of Vanuatu's parliament</li> <li>g. investigates the structures of traditional, municipal and provincial governments</li> </ul>

## ENTERPRISE

### Enterprise Values and Skills

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	EEV.4.1 Investigate and use basic enterprise values, skills and processes to solve simple practical problems	EEV.5.1 Investigate and apply enterprise values, skills and strategies to implement practical projects	EEV.6.1 Demonstrate enterprise values, skills and strategies to meet individual and community needs
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. investigates and understands what it means to be enterprising</li> <li>b. demonstrates the ability to set goals, plan ahead, take risks, and learn from mistakes</li> <li>c. recognises and demonstrates the ability to plan, create and achieve results within set timelines</li> <li>d. identifies opportunities to create simple projects to make money and take pride in their work</li> <li>e. develops and demonstrates self-confidence and believes it is possible to set and achieve goals</li> <li>f. recognises and uses innovative skills to solve simple problems</li> <li>g. participates in teamwork to cooperatively achieve common goals</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. investigates and demonstrates enterprising skills, processes and attitudes to achieve desired results</li> <li>b. demonstrates skills to plan, create, and manage simple projects effectively</li> <li>c. recognises and understands risks in small business and identify ways to minimise the risks</li> <li>d. identifies factors which would contribute to the success of a small business</li> <li>e. demonstrates an understanding of marketing and selling products</li> <li>f. demonstrates and applies ways to value and manage money</li> <li>g. demonstrates the ability of working together as a team to make and implement effective decisions</li> <li>h. recognises and uses innovative skills to make products or provide services</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and applies actions to improve chances in small business</li> <li>b. identifies and applies ways of working with others in solving problems</li> <li>c. demonstrates and applies understanding of budgeting processes</li> <li>d. recognises and demonstrates attitudes of becoming innovative and effective providers of goods and services</li> <li>e. identifies and recognises new and unique needs and innovates ideas and plans to meet the needs</li> <li>f. recognises and identifies risks affecting the business and take actions to solve them</li> <li>g. designs and implements simple customer surveys and advertisements to improve their business</li> </ul>



## Section: 3

# Learning Outcomes and Activities







## OUR CULTURAL HERITAGE AND IDENTITY

### Cultural Values and Beliefs

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CHCV.4.1 Explore and identify the purposes of different cultural groups and the related values and beliefs	CHCV.5.1 Demonstrate an understanding of different traditional beliefs, rituals, norms, practices and ways of communicating	CHCV.6.1 Discuss and demonstrate the significant purposes of cultural ethics and practices, and how they are passed on and sustained
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>in groups discuss, brainstorm and present reasons why belonging to a group is important</li> <li>perform a traditional dance or display costumes related to cultural activities at a school cultural night and explain their significance</li> <li>brainstorm and make posters showing their cultural identities</li> <li>investigate and complete their family tree and make a presentation to their own classmates, another class or at an open day</li> <li>perform a role play on traditional ways of resolving conflicts and disputes in the villages and explain the values of the practice</li> <li>brainstorm and discuss cultural beliefs and their effects on individuals</li> <li>conduct research to identify cultural procedures in the community</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>role play some of their custom rituals and practices in groups</li> <li>research various norms applied in the community and present in the form of role plays, charts or public speeches</li> <li>observe and interpret a film on a custom ceremony, a cultural clip or traditional illustration</li> <li>listen to a guest speaker on important themes such as: key rituals, community practices, norms and beliefs, traditional ways of communication</li> <li>create models and murals to communicate cultural values and traditions of their society</li> <li>interpret a custom song, custom story or traditional event through a dance, mime, role play or skit</li> <li>contact an interview to collect information on norms, traditional values and beliefs, practices and ways of communication</li> <li>perform simple custom dances and explain their significance</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>discuss in groups the purposes and values of cultural ethics and practices and present in the form of charts, dramas, songs, poems</li> <li>complete an annual project on creating a cultural and natural calendar by observing and recording all the events in a year and their relationship with the changes in the natural environment e.g. yam harvesting and marriage ceremonies</li> <li>investigate and identify the causes of unwanted changes to cultural practices and propose ways of preventing them</li> <li>conduct community awareness activities on the significance of conserving and transmitting their cultural practices</li> <li>research and present a belief or practice which may be at risk of disappearing</li> <li>conduct a panel discussion on how modern technology helps to conserve and promote their culture</li> <li>visit cultural sites such as: nasara, nakamal, museum, monuments, historical structures, old remains</li> </ol>

## Story of Our Islands

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CHSI.4.1 Identify and describe the islands of Vanuatu and their physical features	CHSI.5.1 Describe and compare the provinces, main towns and villages of Vanuatu	CHSI.6.1 Describe and represent geographical features of Vanuatu and its place in the world
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>present themselves and their island orally</li> <li>research and locate key features such as hills, mountains, volcanoes, lakes, on the map of their island</li> <li>conduct interviews with elders in the community to identify changes to the geographical structure of their island or area</li> <li>conduct an excursion to the local environment, sketch features and record names of rivers, hills, creeks, valley, lakes</li> <li>compare and discuss old and current images of a site and identify the changes and the causes</li> <li>match geographical pictures with appropriate labels (vocabulary)</li> <li>label the islands of Vanuatu on a map</li> <li>complete a sketch map by pasting in the appropriate symbols to represent physical features</li> <li>use compass points to show where their island is situated in relation to other islands in Vanuatu</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>locate and name the six provinces of Vanuatu on a map and find out the number of islands in each province</li> <li>find out how the provinces got their names and why they are made up of these groupings</li> <li>design a simple map of their village, town or centre and compare their key features</li> <li>compare the size and populations of a village and a town or centre</li> <li>interpret an aerial photograph or image of a town or centre and locate and describe its key features</li> <li>explain why the main towns are important for the whole population of Vanuatu</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>interpret a map using the key</li> <li>read a given text and record major geographical information about Vanuatu or an island in Vanuatu</li> <li>locate Vanuatu in the region on a Pacific map and its position in the world on a world map or globe</li> <li>create a geographical mini-glossary with the assistance of an encyclopaedia, an atlas and a dictionary</li> <li>locate Vanuatu's position in relation to the imaginary international lines: Equator, Tropic of Capricorn, Tropic of Cancer</li> <li>track the movement of a cyclone, vessel, or an aircraft on a cyclone tracking map</li> <li>find out the time difference between Vanuatu and other Pacific countries, Australia, European countries, Asian countries, African countries, American countries</li> <li>research and indicate on a map the climatic zones of Vanuatu</li> </ol>

## Story of Our Islands

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CHSI.4.2 Understand and describe the early migration and history of Vanuatu	CHSI.5.2 Describe the period of time when Europeans arrived in New Hebrides	CHSI.6.2 Investigate and describe the period of time during the Condominium and Independence
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>interpret their history through custom stories</li> <li>listen to myths from elders and relate information acquired to the formation of islands and the existence of trading between one island and another</li> <li>listen to a guest speaker on the arrival of the first people in the New Hebrides and on their islands</li> <li>arrange images to show the chronological waves of people into the Pacific and New Hebrides</li> <li>listen to a guest speaker and make notes on the history of the Lapita people, the use of caves, old nasara, designs on caves and rocks, old burial grounds</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>show the chronological waves of people into the Pacific and New Hebrides on a time line</li> <li>investigate and identify how and when the names of the islands in Vanuatu came about</li> <li>research and report the reasons why Europeans came to the New Hebrides, their actions and the consequences of their activities</li> <li>dramatise the arrival of the first European on their island</li> <li>visit historical and archaeological sites such as war remains, whaling relics, old air strips, monuments, old infrastructures, wrecks</li> <li>investigate and record tales of New Hebrideans and their experiences with Europeans and the new languages, Bislama (our local common language named from bêche-de-mer (sea cucumber), English and French</li> <li>prepare and present a short play on a European explorer's story</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>research and create a mini-glossary on condominium and independence related terms</li> <li>research and explain to a friend why the condominium government came into being in the New Hebrides</li> <li>investigate and present on a time line major events from 1906 to 1980</li> <li>conduct research on the charisma of a veteran political leader and present findings to the whole class</li> <li>investigate and identify common sayings by veteran political leaders and indicate when, why and where they were said</li> </ol>

## Spiritual and Character Development

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CHSC.4.1 Identify common religious and moral values, practices, occasions and beliefs in the community	CHSC.5.1 Compare religious and moral values, practices, occasions and beliefs in the community	CHSC.6.1 Explain how religious and moral values, practices, occasions and beliefs influence how people live in their community
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>develop positive characteristics through inspirational songs, sacred stories, prayers and devotion</li> <li>dramatise and discuss situations in the school or class to promote respect for self and others</li> <li>listen to a guest speaker discuss the topic of custom and spiritual rules and how they affect family life</li> <li>discuss and classify by making a collage on strips of paper with labels of important religious values, beliefs, occasions and community practices</li> <li>role play the positive characteristics of well-known leaders such as a chief, a church elder, a teacher, a school principal, a minister, a member of parliament</li> <li>investigate and create a religious calendar (depending on their denomination)</li> <li>research the meaning of different religious colours, objects and symbols and display using charts</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>develop positive characteristics through inspirational songs, sacred stories, prayers and devotion</li> <li>investigate, discuss and create posters to show current, former and late key leaders of the community and discuss their positive characteristics</li> <li>listen to a guest speaker, then discuss and dramatise the topic of spiritual rules and values in the family'</li> <li>listen to a guest speaker and take notes about the topic of respect; summarise the main ideas in an essay</li> <li>produce posters and charts to identify the similarities of religious and custom practices, occasions and values</li> <li>conduct interviews and produce a book on ceremonies in the community</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>develop positive characteristics through inspirational songs, sacred stories, prayers and devotion</li> <li>role play and discuss main thoughts drawn from a peace ceremony</li> <li>investigate the causes of discord in the community and make proposals for harmony</li> <li>classify the key leaders of the community with virtues that best describe their personality</li> <li>conduct awareness activities on promoting religious values, occasions and beliefs that have a positive impact on the life of the community</li> <li>dramatise stories that represent a good spiritual and moral value and personal decision making</li> <li>create a cultural space in the classroom and/or school</li> </ol>

## Caring for Our Environment

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CHCE.4.1 Identify and describe practices to conserve the natural and built resources within their local environment	CHCE.5.1 Describe human activities and natural events that damage the local environment and investigate ways to reduce the damage	CHCE.6.1 Identify environmental issues in the community and design and implement actions to address these issues
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>listen to a guest speaker and create a mural on the relationship between people and the natural environment</li> <li>investigate and discuss activities which harm the environment and those which help to conserve it</li> <li>categorize biodegradable and non-degradable materials</li> <li>recycle and build sculptures using waste manufactured objects</li> <li>create a poster on the conservation of endangered species such as the dugong and the scrub duck</li> <li>create a list of positive actions to maintain home and school buildings, and other built resources in the local environment</li> <li>use their artistic skills to portray their dream environment</li> <li>watch a DVD or a play and discuss messages about conserving the natural environment</li> <li>create and perform plays on conserving the environment</li> <li>investigate and locate conservation areas on a map</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>investigate and identify environmentally harmful practices in the community and create warning posters</li> <li>investigate and discuss how agro-forestry helps maintain soil structure and fertility; plant crops in between trees in the school</li> <li>listen to a speech, watch a DVD, observe a poster and discuss ways of preventing and adapting to climate change</li> <li>present a prepared talk on selected positive actions to conserve the environment</li> <li>discuss traditional ways of conserving/protecting the environment and identify ways in which the government is assisting</li> <li>investigate relevant natural hazards and prepare a plan that shows emergency responses at home</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>prepare and present a talk on ways people can prevent and adapt to climate change</li> <li>discuss and identify emergency plans for responding to natural hazards and conduct community awareness</li> <li>investigate and present data on ways of conserving endangered species using various approaches such as charts, posters, talks</li> <li>create posters and signs to indicate and protect breeding grounds such as; turtle nests, mangrove swamps, banyan trees (nambanga)</li> <li>conduct community awareness on a particular area that needs conservation</li> </ol>

## CIVICS AND COMMUNITY RELATIONSHIPS

### Living and Working Together

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CCLW.4.1 Investigate and describe how people in urban and rural communities meet their needs and wants	CCLW.5.1 Investigate and discuss the importance of different jobs and services in urban and rural communities	CCLW.6.1 Investigate and discuss trading and the exchange of goods within Vanuatu
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>create a mural to define and classify needs and wants</li> <li>role play the responsibility of a community supporting a family after they lost their home in a tragic hazard such as fire, cyclone, flood</li> <li>brainstorm and record results in a web of how people in the rural and urban community meet their needs and wants</li> <li>produce a small book on needs and wants in an urban and rural community</li> <li>dramatise and discuss ways of meeting their families' and friends' emotional needs resulting from family separation, fear, a bad dream</li> <li>draw or paste pictures on a Venn diagram to compare ways people get different items of food in rural and urban communities</li> <li>compare materials and methods used to construct houses in rural and urban areas</li> <li>make mobiles of desirable items that are available only in the urban area and discuss how people in rural areas meet their wants</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>discuss, define and classify jobs and services in rural and urban areas</li> <li>brainstorm, dramatise and discuss services that people offer</li> <li>listen to a speaker or visit different services in the community such as the police station, the aid post, the health centre, the library, the bank, the store</li> <li>create mobiles or collage about different jobs showing where the job is done, what is done during the job, the materials and tools used in the job, the product of the job</li> <li>discuss why unpaid and paid work are equally important</li> <li>brainstorm and classify in a table the free services and paid services in the community</li> <li>compare the tools used in jobs currently and in the past as well as the gender of those doing the work</li> <li>prepare a poster to show traditional gender roles and compare with modern jobs</li> <li>work in teams to set up services in the community</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>share their experiences and discuss ways of trading in the community currently and in the past</li> <li>investigate and report ways in which the government assists communities in the field of trade</li> <li>prepare and present a talk on the topic of roles of associations and cooperatives</li> <li>discuss the importance of internal and external trading, within the village, from village to village, area to area, island to island</li> <li>brainstorm in groups and make a list of ways in which goods are exchanged in the community</li> </ol>

## Our Pacific Neighbours

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CCPN.4.1 Investigate and compare how people live in different Melanesian countries	CCPN.5.1 Investigate and compare how people live in different Micronesian countries	CCPN.6.1 Investigate and compare how people live in different Polynesian countries and in close trading countries
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>research and identify the housing styles, common dishes and traditional ways of dressing from the main islands of Vanuatu</li> <li>investigate and compare the national languages, common dishes, national flags, national anthem and common clothing in the Melanesian countries</li> <li>investigate and identify the custom dress, traditional musical instruments and other cultural artefacts from Melanesia</li> <li>watch a DVD, study a poster or watch a custom dance and identify which Melanesian country it is from</li> <li>describe the physical features of a Melanesian</li> <li>investigate and identify how traditional society is structured in Melanesia</li> <li>investigate and compare traditional fishing, hunting, and subsistence farming methods in Melanesia</li> <li>investigate and identify practices in Melanesia influenced by foreign practices</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>investigate and identify the housing styles, common dishes, traditional dress and folklore in Micronesia</li> <li>investigate the national language, national flag, national anthem and common ways of dressing in the Micronesian countries</li> <li>investigate and identify the custom clothing, traditional musical instruments and other cultural artefacts from Micronesia</li> <li>watch and discuss a DVD, study a poster or watch a custom dance from Micronesia</li> <li>investigate and identify the use of body oil on a traditional dancer, and the design of sailing canoes and methods of navigation in Micronesia</li> <li>investigate and compare the traditional ways of fishing, hunting and subsistence farming methods in Micronesia</li> <li>investigate and identify how traditional society is structured in Micronesia</li> <li>investigate and identify customs in Micronesian countries influenced by foreign practices</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>explore and identify the housing styles, common dishes, folklore, traditional and modern dress and other cultural artefacts including musical instruments for Polynesian countries and for Maori and Australian Aboriginal communities</li> <li>investigate the national language, national anthem and common ways of dressing in the Polynesian countries</li> <li>watch and discuss a DVD, study a poster or watch a custom dance from Polynesia or an Australian Aboriginal group</li> <li>investigate and identify the use of body paints on a traditional dancer, tattoos, pigs in traditional ceremonies, and the use of tapa cloth in Polynesia</li> <li>investigate and compare traditional ways of finding food in Polynesia and Australia</li> <li>investigate and identify how traditional society is structured in Polynesian and Aboriginal communities and foreign influence on the structures</li> </ol>



## Community Governance

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CCCG.4.1 Understand the importance of rules and how decisions are made in the family, at school and in the community	CCCG.5.1 Identify and discuss rules, rights, freedoms, responsibilities, duties and decision making in the community	CCCG.6.1 Investigate and identify how local systems of governance work
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>explore, identify and discuss family, community and school rules</li> <li>investigate and present why and how rules are made in the family, the community and school</li> <li>role play the consequences of breaking the family, school or community rules</li> <li>interview elders and record ways decisions are made and carried out in the family, community and school</li> <li>research and present a talk on how to promote tolerance in their daily lives</li> <li>create and apply camp, field trip, class party or picnic rules</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>listen to a guest speaker on the topic of rights, responsibilities and duties, and discuss</li> <li>role play or design posters on promoting social justice and human rights</li> <li>dramatise how a leader is chosen in the community</li> <li>investigate and write an essay on how the national constitution helps protect the rights of citizens</li> <li>organise and present on a chart the rights and responsibilities of citizens of the Republic of Vanuatu</li> <li>find out, discuss and make a list of United Nations conventions that have been ratified by Vanuatu</li> <li>participate in a debate on human rights</li> <li>research and identify duties and responsibilities of a member of parliament, a municipal councillor and a provincial councillor</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>investigate and produce a structural chart on a governing system in Vanuatu such as custom structure, church structure, school structure</li> <li>listen to a speaker, such as a parliamentarian, provincial councillor, municipal councillor and participate in a debate on the topic: the democratic system of government in Vanuatu is the best system</li> <li>role play, watch a DVD, or watch a play and discuss the importance of election procedures in Vanuatu</li> <li>investigate and discuss the structure of organisations such as the Melanesian Spearhead Group (MSG), the Commonwealth of Nations, l'Organisation internationale de la francophonie (OIF), the Pacific Forum</li> <li>create a simulated parliament in the classroom and debate and vote bills about local issues</li> </ol>

## ENTERPRISE

### Enterprise Values and Skills

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	EEV.4.1 Investigate and use basic enterprise values, skills and processes to solve simple practical problems	EEV.5.1 Investigate and apply enterprise values, skills and strategies to implement practical projects	EEV.6.1 Demonstrate enterprise values, skills and strategies to meet individual and community needs
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>brainstorm and discuss what we mean by a person who demonstrates enterprise</li> <li>work in teams to discuss and create projects: plan what to do (goal), how to do it (processes and responsibilities) and how to manage funds</li> <li>create a small business such as sale of coconuts, sale of plants, sale of bottles, for the class to generate funds for a defined social activity</li> <li>investigate, discuss and put together a seasonal fruits sale calendar to generate class funds; keep financial records</li> <li>discuss and create financial records for recording income and expenses</li> <li>recycle manufactured objects to create useful, innovative items for a fund-raising sale</li> <li>investigate and compare prices and quality of goods in stores and use this to set prices and quality of own goods</li> <li>develop posters and jingles to advertise their small business</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>draw up a roster whereby groups of children take turns to organise enterprise activities each week</li> <li>produce reports on productivity and sales to the class</li> <li>discuss and organise how, when and what should be on sale during a school bazaar day or open day</li> <li>value and price-tag vegetables from the agricultural garden for sale</li> <li>discuss, plan and operate a class business for selling food items daily</li> <li>discuss and identify procedures for obtaining a sale space</li> <li>role play and discuss the importance of working together as a team in making effective decisions</li> <li>listen to a guest speaker, discuss and identify solutions to practical problems like managing funds or a micro-business</li> <li>investigate sales at the local store, market, school canteen; discuss and identify risks to sales and solutions</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>create a poster to advertise a product</li> <li>investigate and identify the role of financial institutions in relation to starting a small business</li> <li>organise, plan and participate in producing, displaying and selling crafts in an enterprise week exhibition</li> <li>investigate, discuss and identify a common financial problem and propose solutions</li> <li>discuss the importance of banking and keeping money in a safe place</li> <li>investigate the quantity and quality of products to estimate expected income</li> <li>sell produce from agriculture and use to fund new agricultural projects at school</li> </ol>



## Section: 4

# Glossary and References





## GLOSSARY

<b>agro-forestry</b>	the practice of planting crops and trees together: trees prevent the soil from drying out during the dry season and from washing away in the wet season
<b>breeding grounds</b>	areas where animals mate and produce young
<b>budgeting</b>	a plan specifying how money will be allocated or spent during a particular period
<b>built environment</b>	anything in the environment that has been made by human beings; man-made
<b>civics</b>	the study of the rights and duties of citizens
<b>climate change</b>	change in global weather patterns: long-term alteration in global weather patterns, especially increases in temperature and storm activity, regarded as a potential consequence of the greenhouse effect
<b>climatic zone</b>	an area of the Earth's surface that possesses a distinct type of climate. There are eight major climatic zones, roughly defined by lines of latitude. Vanuatu has two main climatic zones, tropical and sub-tropical.
<b>concept</b>	a broad abstract idea
<b>critical thinking</b>	type of critical analysis that questions and challenges information and involves research, knowledge of historical context, and balanced judgment
<b>economic development</b>	progress in a country's financial system
<b>emotional needs</b>	basic human needs to feel loved, respected and have a sense of belonging
<b>endangered species</b>	species of plant or animal that is in danger of becoming extinct
<b>enforced</b>	method used to ensure people follow laws, rules or commands
<b>enterprise</b>	innovation, creativity, risk-management, and a 'can-do' attitude. The drive to make ideas happen supported by financial capability and business understanding.
<b>enterprise attributes</b>	qualities that enable people to become enterprising such as planning and management skills, financial management skills, being innovative (See description of Enterprise strand)
<b>ethics</b>	moral standards
<b>gender</b>	the sex of a person
<b>goods</b>	products

<b>governance</b>	the system or manner of governing
<b>habitat</b>	natural home of a plant or animal
<b>harmony</b>	a situation in which there is friendly agreement
<b>heritage</b>	something that passes from one generation to the next in a social group, for example, a way of life or traditional culture
<b>human rights</b>	the rights that are considered by most societies to belong automatically to everyone, e.g. the rights to freedom, justice and equality
<b>innovative</b>	new and creative
<b>inspirational songs</b>	hymns or songs that motivate individuals
<b>lateral thinking</b>	solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not use traditional step-by-step logic
<b>latitude</b>	distance measured in degrees North or South of the standard meridian that stretches from the North Pole to the South Pole and passes through Greenwich, England
<b>longitude</b>	distance measured in degrees east or west of the prime meridian that stretches from the North Pole to the South Pole and passes through Greenwich, England
<b>marketing</b>	the process or technique of promoting, selling, and distributing a product or service
<b>modern technology</b>	items such as televisions, DVDs, computers, mobile phones
<b>monument</b>	something designed and built as a lasting public tribute to a person, a group of people, or an event
<b>natural environment</b>	all aspects of the environment that occur naturally
<b>nuclear family</b>	a social unit that consists of a mother, a father, and their children
<b>needs</b>	things that are necessary such as food, water, shelter, clothing, love, sense of belonging
<b>norms</b>	standard patterns of behaviour that are considered normal in a society
<b>paid jobs</b>	work that provides regular payment such as that found in government departments or private enterprise
<b>physical features</b>	natural features in the environment such as mountains, lakes, rivers, volcanoes
<b>protocols</b>	the rules or conventions of correct behaviour on official or ceremonial occasions
<b>relationships</b>	connections between persons
<b>rituals</b>	established and prescribed patterns of behaviour such as in a religion or in custom

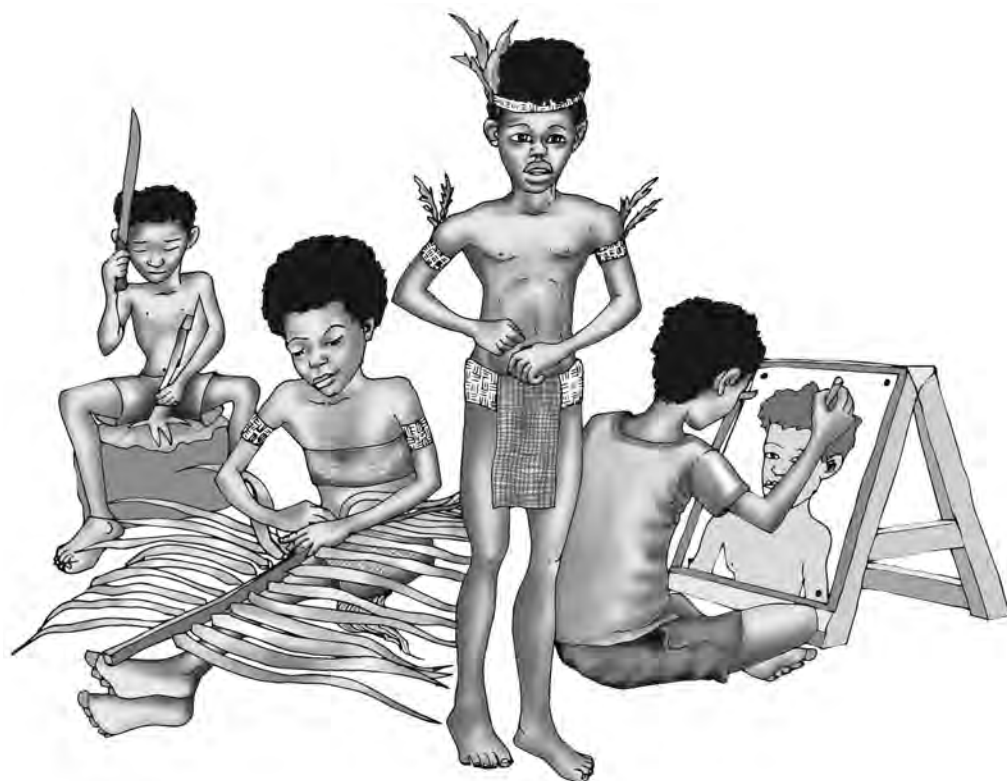
<b>role</b>	the usual or expected function of a person
<b>services</b>	intangible things needed by society such as electricity, medical and education services, transport
<b>social justice</b>	the fair and proper administration of laws conforming to the natural law that all persons, irrespective of ethnic origin, gender, possessions, race and religion are to be treated equally and without prejudice
<b>timeline</b>	time allocated to complete a task
<b>trading</b>	the activity of buying and selling, or sometimes bartering, goods
<b>trading partners</b>	groups who exchange goods with one another, such as from one island of Vanuatu to another
<b>trading relationships</b>	interactions between trading partners
<b>transparent</b>	actions and procedures that are honest and straight forward with no hidden agendas and conditions
<b>tropic of cancer</b>	a line of latitude that is about 23° 26' north of the equator
<b>tropic of capricorn</b>	a line of latitude that is about 23° 26' south of the equator
<b>unpaid job</b>	work that is not paid but is still highly regarded, such as the work of a mother raising children or of subsistence farmers producing food requirements for the family
<b>wants</b>	things that are desirable to have, but not essential, such as the latest electrical appliances and fashionable clothing



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# Arts and Crafts





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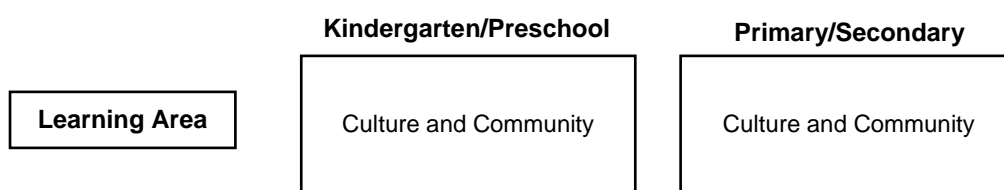
## Section 1

# INTRODUCTION

This syllabus identifies the knowledge, skills, attitudes and values that children should achieve for Years 4 to 6 in Arts and Crafts. It describes the content for Arts and Crafts at this level. Teachers of Years 4 to 6 will use this syllabus to develop Arts and Crafts teaching and learning programs for their children. The content is expressed as learning outcomes and indicators.

The table below shows how Arts and Crafts are 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



The subject Arts and Crafts has three Strands each with two Sub-strands as shown in the table below.

Strands	Sub-strands
Visual Arts	Creation
	Presentation
Performing Arts	Creation
	Presentation
Crafts	Creation
	Presentation

In Arts and Crafts teachers should use a range of methodology including:

- discovery approaches which allow children to experiment with a variety of visual arts, performing arts, and crafts using a variety of materials and media
- explicit teaching of skills and techniques, utilising the expertise of traditional and contemporary artists in the community
- presentations where children are given opportunities to present, reflect on and talk about their artwork.

## **Rationale**

Arts and Crafts are an integral part of the cultures and lifestyles of Vanuatu. Children, from a very young age, listen to custom stories, join in traditional dance, singing and music at ceremonial events, help to make decorative items to wear during such ceremonies and see crafts like weaving, sewing and carving taking place in their homes and communities. They are assisted by family and community members to learn the visual arts, performing arts and crafts associated with their unique cultures. It is essential that children continue to learn, value and pass on these traditional aspects of Ni-Vanuatu culture.

In Arts and Crafts in Years 4 to 6 children are given opportunities to experiment with a range of visual arts such as drawing, painting, printing, collage and mosaic. They learn about and experience the skills and techniques used to produce such artwork. Children are also encouraged to explore contemporary and traditional performing arts of dance, music and drama, including puppetry. They also begin to learn a range of crafts: some traditional like carving, weaving and pottery, and some contemporary like paper craft, puppetry and simple jewellery making. It is important at this age that children have an opportunity to explore a wide range of arts and crafts.

Arts are a vehicle through which children can express their feelings, beliefs, ideas and messages. They learn to use skills and techniques unique to particular arts and crafts and sometimes combine them for performances, exhibitions and ceremonial events. Children learn the language associated with the arts and are able to describe how they produced particular artwork and the messages they intended to convey. They learn to appreciate and value the traditional arts and crafts of Vanuatu, and also to investigate some contemporary arts and crafts.

By the end of Year 6, children should have explored a wide range of visual and performing arts and crafts and developed confidence to use some of the techniques in their own artwork.

Children should understand that they can make a living through arts and crafts if they choose to pursue a career in the arts. Young adults can operate successful businesses creating and selling visual arts and crafts, or further their skills by undertaking study in fields such as graphic arts or architecture. Young adults can also pursue careers in the performing arts as musicians, dancers or performers in local theatre, film and cultural performances.

Arts and Crafts should be a valued aspect of the curriculum in Years 4 to 6 as they allow children to express themselves in creative ways and to value their own Ni-Vanuatu cultures and contribute towards their preservation. Arts and Crafts also provide a foundation for further study in the Arts at secondary school and possibly even for future careers in the Arts. Arts also assist children to learn activities that they may choose to enjoy during their leisure time.

## **Aims**

The aims of Arts and Crafts from Year 4 to Year 6 are as follows.

Children:

- use a range of materials, tools and techniques with skill and confidence, independently and in small groups
- think imaginatively in order to raise questions, solve problems, experiment, discover and create

- understand the significance of arts in their cultures
- investigate, create and present a range of visual art forms such as drawing, painting, printing, collage and mosaic
- investigate, create and perform a range of performing arts such as singing, making and playing musical instruments, composing simple songs, dancing, miming and performing dramas and puppet plays
- investigate, create and present a range of crafts such as weaving, carving, pottery and paper craft
- communicate their ideas, feelings and messages through different art forms
- respond to arts in ways that enrich their sensory, emotional, spiritual and intellectual awareness.

## Content Overview

The Culture and Community Learning Area draws on many disciplines including visual and performing arts and crafts. 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 what most students are expected to achieve by the end of Year 10. The Culture and Community learning area outcome appears below. Arts and Crafts are encompassed within the Learning Area of Culture and Community.

*Students recognise that people, ideas and events of the past shaped the present and will shape the future, including our cultural identity, cultural practices and sense of community and investigate ways in which democratic processes are used in Vanuatu to secure rights and freedoms of individuals and ensure wise management of our culture, environmental resources and wealth.*

### Strands

Strands define major aspects of learning within a subject.

The subject of Arts and Crafts has three Strands:

- Visual Arts
- Performing Arts
- Crafts

### Sub-strands

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

In Arts and Crafts each Strand has the same two Sub-strands:

- Creation
- Presentation

## 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 Arts and Crafts Syllabus and descriptions of both the strands and sub-strands follow.

### Table of Strands and Sub-strands

The syllabus for Arts and Crafts has three strands and the same two sub-strands across each strand.

Strand	Visual Arts	Performing Arts	Craft
Sub-strand	<ul style="list-style-type: none"><li>▪ Creation</li><li>▪ Presentation</li></ul>	<ul style="list-style-type: none"><li>▪ Creation</li><li>▪ Presentation</li></ul>	<ul style="list-style-type: none"><li>▪ Creation</li><li>▪ Presentation</li></ul>

## Description of Strands

The three strands of Arts and Crafts are described below.

### Visual Arts

In the Visual Arts strand children have many opportunities to explore and experience a range of traditional and contemporary visual arts. Visual arts are art forms created primarily for visual perception, such as drawing, painting, printing and the decorative arts. In this syllabus the visual arts are largely two dimensional as most three-dimensional arts have been included in the craft strand.

Children investigate and experience a range of visual arts like drawing, painting, printing, collage and mosaic. They explore and learn to manipulate a range of tools, natural resources and materials and media to create different effects, patterns and images. Children see visual arts as a way of expressing their ideas, feelings and messages. They learn the significance of traditional designs and images used in the visual arts of Vanuatu and come to treasure them as an important part of their culture.



Children are given opportunities to present and display their visual artwork in ways that are attractive, in the classroom and in prominent places in the school like the front office or meeting hall. They work together to plan and create exhibitions of their artwork in the community and may even offer their artwork for sale. Children learn simple art terms and are able to describe the techniques used to create their artwork, and give opinions about what they like and dislike in their own artwork and that of their peers and others.

Children should be actively engaged in creating and presenting a range of visual artwork and seeing it both as a means of communicating and a source of pleasure.

### **Performing Arts**

In the Performing Arts strand children have many opportunities to explore and experience a range of traditional and contemporary performing arts. Performing arts are art forms such as music, dance and drama that are performed before an audience.

Children investigate and experience a range of performing arts:

- in music, activities include singing and making and playing musical instruments individually and in groups
- in dance, activities include traditional dance, creative dance and some modern dance
- in drama, activities include role play, mime and puppetry.

Children explore and apply different skills and techniques in each of the performing arts and participate in a range of performances for different audiences at school and in the community. Children see performing arts as a way of expressing their ideas, feelings and messages. They learn the significance of traditional dance, music, custom stories and drama used in the performing arts of Vanuatu and come to treasure these as an important part of their culture.

Children are given opportunities to perform music, dance and drama in formal and informal situations. They may perform for each other, for another class or at school assembly. They may also perform for parents and the community at different cultural events and on open days or evenings. They may work together to plan and create projects which integrate all of the arts, culminating in a special performance for the community. Children learn simple art terms and are able to describe the techniques used to create their own music, dance and drama, and give opinions about what they like and dislike in their own performances, those of their peers and others.

Children should be actively engaged in creating and performing music, dance and drama and see these performing arts as a means of communicating and a source of pleasure.

### **Crafts**

In the Crafts strand children have many opportunities to explore and experience a range of traditional and contemporary crafts. Crafts are art forms that involve the skilful making of decorative or practical objects by hand. In this syllabus crafts are largely three dimensional.

Children investigate and experience a range of crafts like weaving, carving, pottery, puppet making and construction. They explore and learn to manipulate a range of tools, natural resources and materials and media to create different objects that are either functional and/or decorative. Children see crafts as a way of expressing their ideas, feelings and messages. They learn the significance of traditional designs and images used in the crafts of Vanuatu and come to treasure them as an important part of their culture.

Children are given opportunities to present and display their craftwork in ways that are attractive, in the classroom and in prominent places in the school like the front office or meeting hall. They work together to plan and create exhibitions of their craftwork in the community and may even offer their crafts for sale. Children learn simple craft terms and are able to describe the techniques used to create their craftwork, and give opinions about what they like and dislike in their own craftwork and that of their peers and others.

Children should be actively engaged in creating and presenting a range of craftwork and seeing it as a means of communicating, as useful items and as a source of pleasure.

Arts and Crafts should be a subject which children enjoy and participate in eagerly. Teachers must ensure that children get access to a broad range of arts experiences and show the children that it is a valued area of the curriculum.

### **Description of Sub-strands**

The two sub-strands of Arts and Crafts are described below.

#### **Creation**

In this sub-strand children learn about the skills and techniques used to create various art forms. They investigate ideas and skills by observing artwork produced by local artists and sitting beside them as they work, learning the techniques and talking to the artists about the designs and how they are produced. Children also explore different techniques for producing works of art, using their natural curiosity to experiment and invent new ways of doing things. They also use a range of library books, natural resources, attractive materials and appropriate tools to gain inspiration for their artwork. In this strand children actually produce paintings, drawings, music, dance and drama and craft items.

#### **Presentation**

In this sub-strand children take pride in their efforts and gain pleasure from sharing their artwork with a range of different audiences including peers, other students, parents, grandparents and other community members. They explore ways of presenting visual arts and crafts in ways which make them visually pleasing and rehearse performances until they can perform confidently. Children should be able to use some technical vocabulary associated with different art forms to talk about their own art works and those of others. They describe techniques used to produce particular effects and are able to offer opinions and feedback about a range of artwork.

#### **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.

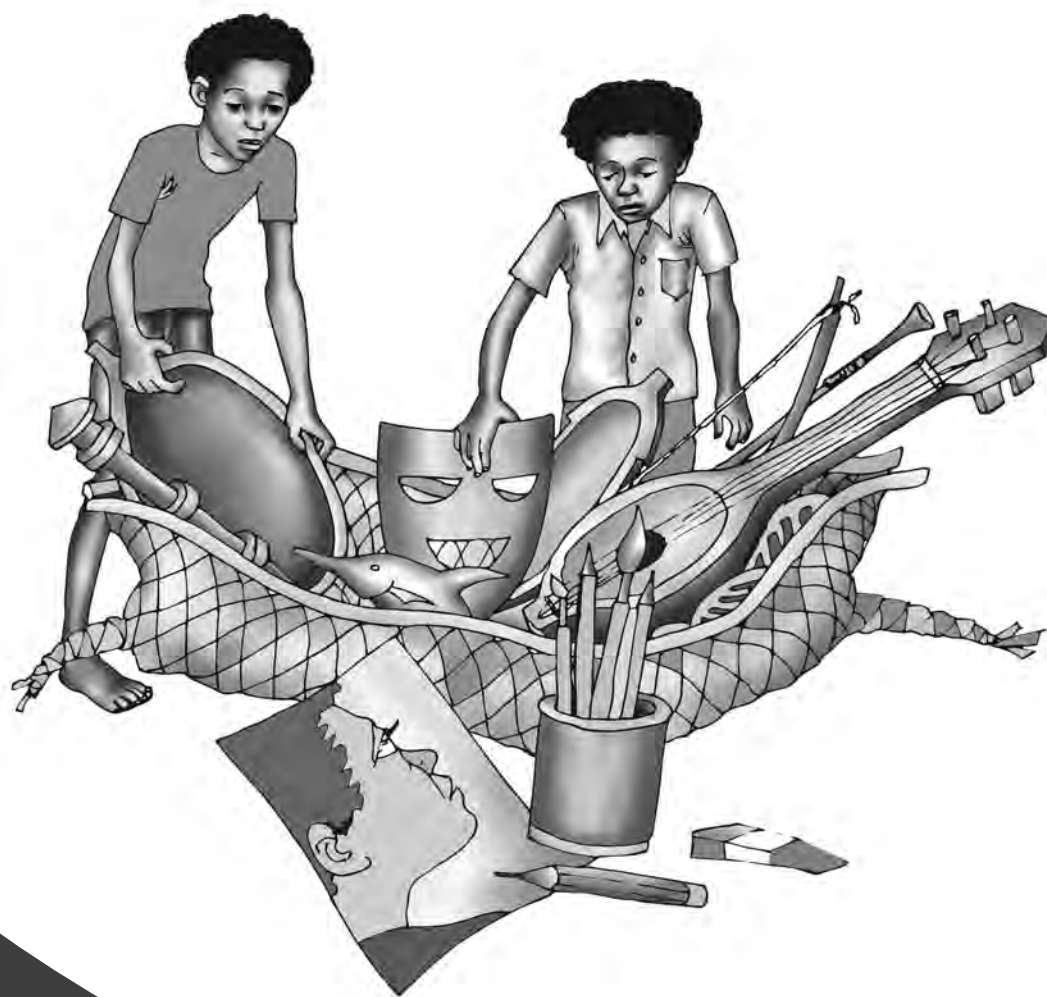
## Assessment of Arts and Crafts

The table below gives examples of aspects of Arts and Crafts that can be assessed using the four assessment methods described above.

Strands	Examples of what to assess using different assessment methods			
Visual Arts	Observe	Conference	Analyse	Test
	<ul style="list-style-type: none"> <li>Use of tools and techniques such as brush work in painting, and different printing techniques</li> </ul>	<ul style="list-style-type: none"> <li>Talk to students about the ideas included in their artwork</li> </ul>	<ul style="list-style-type: none"> <li>Artwork produced by children such as paintings, drawings, prints</li> </ul>	<ul style="list-style-type: none"> <li>Ability to create new colours by mixing the three primary colours</li> </ul>
<b>Performing Arts</b>	<ul style="list-style-type: none"> <li>Rehearsals of singing, music, dance and drama. Give constructive feedback</li> <li>Techniques used to play different instruments</li> </ul>	<ul style="list-style-type: none"> <li>Talk to students about their dance and drama sequences and give constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Content of play scripts</li> <li>Artwork produced by children such as costumes and hand crafted musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of musical notation</li> <li>Ability to sing in tune</li> </ul>
<b>Crafts</b>	<ul style="list-style-type: none"> <li>Techniques used to create crafts such as weaving, carving and pottery</li> </ul>	<ul style="list-style-type: none"> <li>Question students about their ideas and plans for craftwork</li> <li>Talk to students about what they find easy in particular craftwork and where they need extra help</li> </ul>	<ul style="list-style-type: none"> <li>Craftwork produced by children; assess the quality of workmanship</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of traditional crafts, their functions and significance</li> </ul>

## Section: 2

# Learning Outcomes and Indicators





## Overview of all Strand and Sub-strand Learning Outcomes

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

### Culture and Community Learning Area Outcome

*Recognise that people, ideas and events of the past shaped the present and will shape the future, including our cultural identity, cultural practices and sense of community, and investigate ways in which democratic processes are used in Vanuatu to secure rights and freedoms of individuals and ensure wise management of our culture, environmental resources and wealth.*

Strand	Visual Arts	Performing Arts	Crafts
<b>Learning Outcomes</b>	Investigate, create, present and evaluate a range of traditional and contemporary visual art forms	Investigate, create, perform and evaluate a range of traditional and contemporary music, dance and drama	Investigate, create, present and evaluate a range of traditional and contemporary crafts

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

Strands	Visual Arts	Performing Arts	Crafts
<b>Sub-strands</b>	<ul style="list-style-type: none"><li>Creation</li><li>Presentation</li></ul>	<ul style="list-style-type: none"><li>Creation</li><li>Presentation</li></ul>	<ul style="list-style-type: none"><li>Creation</li><li>Presentation</li></ul>

Each of these sub-strands has explicit learning outcomes that identify what children at each year level should be able to demonstrate by the end of that year. Examples of indicators are given that show what children need to demonstrate to achieve the outcomes. They are not a checklist to be systematically ticked off, but examples only. Teachers use the indicators to help make judgements about children's achievements. Teachers can develop their own indicators once they are familiar with the learning outcomes.

### Reference System for Outcomes

Each sub strand outcome has letters and numbers which denote the strand name, the sub-strand name, the year level. The number indicates how many outcomes there are with these characteristics. For instance, in the Visual Arts table VAC.6.1 means Visual Arts Strand (VA), Creation (C), Year 6 (6) and Learning Outcome 1 (1). Each indicator is labelled alphabetically using a small letter. Refer to particular outcomes and indicators using this system.

Strand	Sub-strands	Year 4	Year 5	Year 6
<b>Visual Arts</b> Investigate, create, present and evaluate a range of traditional and contemporary visual art forms.	Creation	VAC.4.1 Experiment with and use simple ideas, art skills, techniques and processes to create familiar visual art forms	VAC.5.1 Investigate and apply arts skills, techniques and processes to create a range of visual art forms	VAC.6.1 Apply arts skills, techniques and processes to design and create a range of visual art forms that convey their own ideas and feelings
	Presentation	VAP.4.1 Present examples of artwork and describe the messages, ideas and feelings they are trying to convey	VAP.5.1 Present examples of artwork and explain the significance of the designs and techniques used to create them	VAP.6.1 Present examples of artwork and discuss how different techniques are used to convey different messages, ideas and feelings
<b>Performing Arts</b> Investigate, create, perform and evaluate a range of traditional and contemporary music, dance and drama.	Creation	PAC.4.1 Experiment with and use knowledge, skills and techniques to create simple forms of music, dance and drama	PAC.5.1 Investigate and apply knowledge, skills and techniques to create a range of music, dance and drama	PAC.6.1 Apply knowledge, skills and techniques to plan and create music, dance and drama that convey their own ideas and feelings
	Presentation	PAP.4.1 Perform simple forms of music, dance and drama and describe the messages, ideas and feelings they are trying to convey	PAP.5.1 Perform music, dance and drama and explain the significance of the music and movements and the techniques used to create them	PAP.6.1 Demonstrate skills and techniques in their own performances and discuss how messages, ideas and feelings are conveyed
<b>Crafts</b> Investigate, create, present and evaluate a range of traditional and contemporary crafts.	Creation	CC.4.1 Experiment with and use simple ideas, skills, techniques and processes to create familiar crafts	CC.5.1 Investigate and apply knowledge, skills, techniques and processes to create a range of crafts	CC.6.1 Apply knowledge, skills, techniques and processes to design and create a range of crafts that are artistic and functional
	Presentation	CPE.4.1 Present examples of craftwork and describe their purpose and the significance of the designs	CPE.5.1 Present examples of craftwork and explain the significance of the designs and techniques used to create them	CPE.6.1 Present examples of craftwork and discuss their functions and how the techniques and designs are used to convey different messages, ideas and feelings

## VISUAL ARTS

### Creation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	VAC.4.1 Experiment with and use simple ideas, art skills, techniques and processes to create familiar visual art forms	VAC.5.1 Investigate and apply arts skills, techniques and processes to create a range of visual art forms	VAC.6.1 Apply arts skills, techniques and processes to design and create a range of visual art forms that convey their own ideas and feelings
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. creates and sketches images including own traditional symbols and patterns using different media such as pencils, charcoal, crayons and pastels</li> <li>b. mixes primary colours to create new colours</li> <li>c. experiments with paint using different colours, techniques, tools and materials</li> <li>d. experiments and creates prints using materials such as leaves, carved fruit, string and other local materials</li> <li>e. experiments with local, recycled and scrap materials to create images using collage</li> <li>f. experiments and creates mosaic images or designs using materials such as small coloured stones or pieces of coloured paper</li> <li>g. creates patterns using images such as leaf patterns, tree bark, animal skins, fish, feathers, insects, shapes of houses</li> <li>h. creates rubbings using local materials such as leaves, coins, corrugated cardboard and other textured materials</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. creates drawings or sketches using observation, imagination, experimentation, illustration and memory</li> <li>b. draws, paints and creates patterns using a variety of lines, shapes, contrast, colours and materials</li> <li>c. selects, manipulates and combines materials to create visual artwork</li> <li>d. experiments with brushes, sticks, rollers and a range of techniques to create paintings and designs</li> <li>e. experiments and creates prints using materials such as carved softwood, cardboard cartons, fruit, vegetables and plants</li> <li>f. creates pictures and designs using collage and mosaic techniques</li> <li>g. investigates, observes and creates artwork from different communities</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. uses different media such as drawing, painting, printing, collage, mosaic and a combination of techniques to create artwork</li> <li>b. designs and creates artwork to express beliefs, emotions and feelings</li> <li>c. uses different elements of art such as colour, line, shape, texture and perspective to convey ideas and feelings</li> <li>d. creates artwork using techniques such as painting, rubbing, scratching, blowing and spraying</li> <li>e. creates modern artwork such as murals, posters, prints, paintings</li> </ul>



## Presentation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	VAP.4.1 Present examples of artwork and describe the messages, ideas and feelings they are trying to convey	VAP.5.1 Present examples of artwork and explain the significance of the designs and techniques used to create them	VAP.6.1 Present examples of artwork and discuss how different techniques are used to convey different messages, ideas and feelings
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. displays children's artwork in the classroom</li> <li>b. presents and enhances artwork by pasting a border or frame around paintings, displaying artwork on a coloured background, or using local materials as decoration</li> <li>c. observes other children's artwork and makes comments and asks questions</li> <li>d. identifies and describes the techniques and tools used to create their own artwork using simple art terms</li> <li>e. talks about the work of local artists</li> <li>f. identifies and describes artwork from the local community</li> <li>g. talks about the ideas, messages and feelings shown in their artwork</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. displays children's artwork in the classroom and school at cultural nights or open days</li> <li>b. presents and combines a range of visual and performing arts and crafts such as body paint and dance decorations, paintings and print on fabrics</li> <li>c. displays traditional visual artwork from their community and explains the designs</li> <li>d. discusses the techniques and procedures used in their own artwork</li> <li>e. gives feedback to other students about their artwork</li> <li>f. identifies and describes elements in artwork such as lines, shapes, patterns, colours, repetition</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. displays children's artwork in the school and community in a variety of ways that makes it attractive to look at</li> <li>b. presents and expresses opinions about visual artwork</li> <li>c. talks about their own artwork explaining the techniques used to express their ideas</li> <li>d. asks and answers questions about their own visual arts</li> <li>e. discusses how messages, ideas and feelings are communicated in different visual artworks</li> <li>f. reflects on and evaluates their own artwork</li> <li>g. gives feedback on artwork created by other students</li> </ul>

## PERFORMING ARTS

### Creation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	PAC.4.1 Experiment with and use knowledge, skills and techniques to create simple forms of music, dance and drama	PAC.5.1 Investigate and apply knowledge, skills and techniques to create a range of music, dance and drama	PAC.6.1 Apply knowledge, skills and techniques to plan and create music, dance and drama that convey their own ideas and feelings
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. develops singing skills such as voice production, breathing, rhythm, pronunciation, melody and timing</li> <li>b. listens to and demonstrates simple harmonies in songs</li> <li>c. recognises and describes musical instruments used in the community</li> <li>d. creates and uses simple traditional musical instruments and makes sounds using their bodies</li> <li>e. creates own symbols or simple notation to represent own music</li> <li>f. creates and demonstrates simple body movements in dance and drama</li> <li>g. investigates and develops skills to perform traditional and contemporary dances of their own community</li> <li>h. copies steps, patterns, actions and formations in traditional and contemporary dances</li> <li>i. uses mime and drama skills to create role plays</li> <li>j. creates actions to express feelings such as sadness, love, happiness, anger, fear</li> <li>k. creates simple puppet plays</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. creates simple melodies</li> <li>b. names and classifies instruments according to how they are played</li> <li>c. identifies and demonstrates musical skills, such as singing in unison and in parts</li> <li>d. develops musical skills to play traditional and modern instruments individually and with others</li> <li>e. develops skills to read formal musical notation</li> <li>f. creates short movement sequences in dance and drama</li> <li>g. develops skills to perform traditional and contemporary dances from different communities</li> <li>h. demonstrates skills and techniques of dance using correct sequences of steps, timing, rhythm and movements</li> <li>i. creates dramas with actions, music and sound effects</li> <li>j. demonstrates skills of facial expression, body movement and voice in dramas</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. composes simple songs using voice and familiar instruments</li> <li>b. develops skills and techniques to read music and play musical instruments</li> <li>c. creates specific movements for dance sequences</li> <li>d. develops skills to create traditional and contemporary dances</li> <li>e. applies movement skills such as rhythm, body control, timing and expression to express different feelings</li> <li>f. plans and creates original dramas, role plays, mimes and puppet plays to communicate ideas and feelings</li> </ul>

## Presentation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	PAP.4.1 Perform simple forms of music, dance and drama and describe the messages, ideas and feelings they are trying to convey	PAP.5.1 Perform music, dance and drama and explain the significance of the music and movements and the techniques used to create them	PAP.6.1 Demonstrate skills and techniques in their own performances and discuss how messages, ideas and feelings are conveyed
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. performs simple traditional and contemporary music, dance and drama for the class and parents</li> <li>b. performs and interprets the meaning of simple songs</li> <li>c. sings songs composed by local artists</li> <li>d. performs simple songs with musical accompaniment</li> <li>e. mimes or sings and performs dance sequences to favourite songs and artists</li> <li>f. performs own music using traditional instruments and describes how the instruments are played</li> <li>g. selects and plays instruments to accompany songs, dance and drama</li> <li>h. performs traditional or modern dances to express own feelings, values and attitudes</li> <li>i. performs simple role plays and puppet plays</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. performs traditional and contemporary music, dance and drama for class and school concerts</li> <li>b. sings in a choir</li> <li>c. sings songs that accompany traditional games, tell stories and send messages, and explains why the songs are important</li> <li>d. plays pitched and percussion instruments and demonstrates movements to match the pitch and rhythm</li> <li>e. performs an expressive dance sequence for a celebration or ceremony displaying movements, costumes and sounds</li> <li>f. organises and performs role plays and puppet plays using sets, props and costumes</li> <li>g. talks about their performances, comments on what worked well and gives ideas for improvement</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. performs traditional and contemporary music, dance and drama for school and community concerts, ceremonies and special events</li> <li>b. discusses how messages, ideas and feelings are conveyed through music, dance and drama</li> <li>c. talks about singing and instrumental skills and techniques used in own musical performances</li> <li>d. performs a range of dances for different audiences and occasions</li> <li>e. evaluates dance skills and techniques used in own performances</li> <li>f. organises and performs drama, role plays and puppet plays using sets, props and costumes</li> <li>g. evaluates drama skills and techniques used in own performances</li> </ul>

## CRAFTS

### Creation

Year Level	Year 4	Year 5	Year 6
<b>Sub strand Outcomes</b>	CC.4.1 Experiment with and use simple ideas, skills, techniques and processes to create familiar crafts	CC.5.1 Investigate and apply knowledge, skills, techniques and processes to create a range of crafts	CC.6.1 Apply knowledge, skills, techniques and processes to design and create a range of crafts that are artistic and functional
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. experiments with weaving skills and techniques to create simple woven items such as armbands</li> <li>b. experiments with carving skills and techniques using soft materials such as vegetables, fruit, soft stone and banana stems</li> <li>c. experiments with construction techniques using local and scrap materials and papier-mâché</li> <li>d. experiments with paper craft such as paper folding, plaiting, curling and weaving</li> <li>e. experiments with traditional craft skills</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. investigates and uses different materials to weave items such as fans, grass skirts and plates</li> <li>b. investigates and uses different materials and tools to carve simple items</li> <li>c. investigates and uses pottery skills with clay or plasticine to create simple pots and sculptures</li> <li>d. investigates and uses a range of construction techniques to create items such as kites and puppets</li> <li>e. investigates paper craft and origami and uses to create simple items</li> <li>f. applies patterns from nature to create their own craft work</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. plans and organises class projects where they apply craft skills and techniques to create items for sale</li> <li>b. uses the skills and techniques of weaving, carving, pottery and paper folding to create craft objects such as canoes, fans and birds</li> <li>c. creates designs and uses them in their own craft work</li> <li>d. applies skills and techniques to create floral art and flower beds</li> <li>e. creates simple jewellery using natural materials such as shells and seeds</li> <li>f. imagines and creates decorative and ornamental crafts</li> </ul>

## Presentation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CPE.4.1 Present examples of craft work and describe their purpose and the significance of the designs	CPE.5.1 Present examples of craft work and explain the significance of the designs and techniques used to create them	CPE.6.1 Present examples of craft work and discuss their functions and how the techniques and designs are used to convey different messages, ideas and feelings
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. gives opinions about crafts during visits to traditional events, cultural houses and other places in the community</li> <li>b. displays craftwork in the classroom for others to observe and describes their significance</li> <li>c. displays craftwork hanging in the classroom, or arranged on local materials</li> <li>d. shows their own craftwork to peers and describes the designs</li> <li>e. wears hand-made wristbands, headbands, masks and jewellery</li> <li>f. displays and talks about the purpose of and the designs on craft items brought from home</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. describes the patterns on costumes during a visit to a venue where there is a custom dance performance</li> <li>b. displays craftwork at an exhibition in the school hall and talks to viewers about their craft</li> <li>c. shares craftwork in pairs and talks about the designs and how they made the items</li> <li>d. displays different origami items such as mobiles and shows others how to make them</li> <li>e. wears traditional costume items, made in craft lessons, during cultural events</li> <li>f. displays puppets in puppet shows and after the show explains how they made them</li> <li>g. describes how they have used nature and traditional patterns as a source of ideas for the designs in their craftwork</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. displays their craftwork and talks about its uses and how the items were made</li> <li>b. displays their crafts for school open day or in the community hall</li> <li>c. discusses and compares craft items: their uses, how they were made and how the messages, ideas and feelings are expressed</li> <li>d. displays origami items and demonstrates the steps used to make them</li> <li>e. interprets the significance of messages, ideas and feelings expressed in traditional weaving, carving and pottery</li> <li>f. displays puppets in puppet shows, explains how they made the puppets and discusses the messages in the show</li> <li>g. presents floral art displays for cultural and special events</li> <li>h. makes exhibitions of simple handmade jewellery and describes the materials used</li> </ul>

## Section: 3

# L earning Outcomes and Activities





## VISUAL ARTS

### Creation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	VAC.4.1 Experiment with and use simple ideas, art skills, techniques and processes to create familiar visual art forms	VAC.5.1 Investigate and apply art skills, techniques and processes to create a range of visual art forms	VAC.6.1 Apply arts skills, techniques and processes to design and create a range of visual art forms that convey their own ideas and feelings
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>use pencils, charcoal, crayons, paper and pastels to create traditional images of fish, birds, patterns, faces, buildings</li> <li>use drawing techniques to create funny faces</li> <li>create and explore different colours by mixing primary colour paints; red, yellow and blue and use colours to paint designs</li> <li>explore ways of applying crayons and paint to create pictures and patterns</li> <li>create prints using local materials such as leaves, carved fruit and vegetables</li> <li>collect local, recycled and scrap materials to create human masks, animal masks, superhero masks</li> <li>collect small coloured stones, used tiles, weathered glass, coloured paper to explore and create mosaic images and designs</li> <li>collect natural materials such as leaves, flowers, feathers, shells and other local materials to create collage patterns on cardboard</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>use observation, imagination, illustration or memory to create drawings or sketches</li> <li>use a variety of lines, shapes and colours to draw or paint patterns</li> <li>select brushes, sticks, rollers and a range of techniques to create paintings and designs</li> <li>carve patterns into soft wood, fruit or vegetables, apply printing ink or paint and print designs</li> <li>use local materials such as seeds, coconut husk and shells or scraps of calico, paper, lace and buttons, to create collage pictures and designs</li> <li>observe traditional art works from different communities and create their own images using similar styles, meanings and purposes</li> <li>select and use coloured paper cut into geometric shapes and glue to create pictures using mosaic techniques</li> <li>create individual pictures and combine together on a large group mural such as sea creatures in a reef scene</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>observe and sketch portraits of friends</li> <li>create artwork with a combination of techniques such as drawing, painting and printing</li> <li>select a story to illustrate, then create a picture using colour, texture and pattern to show emotions and feelings</li> <li>create paintings that express feelings and moods through the use of colour</li> <li>illustrate an image based on a local legend using mosaic techniques</li> <li>apply spraying techniques and printing to create artwork on calico, T-shirts and pillow cases</li> <li>design block letters for their initials or first name and decorate with images and descriptive words</li> <li>use natural and recycled materials to create collage pictures and designs</li> <li>use different forms of visual arts to create murals of imaginary and real landscapes showing plants, birds, animals and sunsets</li> </ol>



## Presentation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	VAP.4.1 Present examples of artwork and describe the messages, ideas and feelings they are trying to convey	VAP.5.1 Present examples of artwork and explain the significance of the designs and techniques used to create them	VAP.6.1 Present examples of artwork and discuss how different techniques are used to convey different messages, ideas and feelings
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>display artwork on walls, mats, rope, trees and other surfaces</li> <li>show and talk about their artwork to peers</li> <li>create exhibitions in the classroom and do gallery walks to view all art work</li> <li>explain to peers the messages, ideas, and feelings used in their drawings, paintings, prints, collage and mosaic images</li> <li>observe other children's artwork, give positive comments and ask questions</li> <li>describe how lines and colours were used to create pictures, patterns and shapes</li> <li>display and describe artwork from the local community</li> <li>express opinions about the use of colour and designs in their artwork</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>present examples of their artwork by hanging them from strings/old fishing nets, or by framing and displaying them on the wall or on calico</li> <li>create exhibitions in the school library, front office and school hall and invite other classes to view their artwork</li> <li>display drawings and sketches and explain the techniques used</li> <li>display examples of traditional visual artwork and describe how and why they are created</li> <li>clarify to other students how examples of their own and traditional artwork relate to their way of life</li> <li>work in small groups to display their different examples of artwork and explain the techniques used in drawing, painting, printing, collage and mosaic</li> <li>explain the meaning and importance of combining visual and performing arts in relation to body painting and dance decorations</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>create exhibitions in the school and community and invite parents and community members to view their artwork</li> <li>organise art competitions conveying messages about a particular theme and invite local artists or elders to judge their work</li> <li>display own collage pictures or murals and explain to other students the skills, processes and ideas used</li> <li>interview each other about their own artwork and describe how messages, ideas and feelings are communicated</li> <li>present and evaluate their own artwork</li> <li>display and explain designs and symbols used in artwork from different islands and regions</li> <li>explain their choices of patterns and colours used in printing and mosaic</li> <li>present and explain the techniques used to do expressive portraits</li> </ol>

## PERFORMING ARTS

### Creation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	PAC.4.1 Experiment with and use knowledge, skills and techniques to create simple forms of music, dance and drama	PAC.5.1 Investigate and apply knowledge, skills and techniques to create a range of music, dance and drama	PAC.6.1 Apply knowledge, skills and techniques to plan and create music, dance and drama that convey their own ideas and feelings
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>create different musical sounds and rhythms by clicking fingers and tongues, clapping hands, stamping feet, patting and whistling</li> <li>sing traditional and modern songs in chorus and rounds, using instruments and harmonies</li> <li>learn and sing the National Anthem</li> <li>compose simple original songs</li> <li>create simple traditional musical instruments and explore their sounds</li> <li>create movements to music, freeze when music stops; if still moving they are out, winner is last one left</li> <li>listen to music and choreograph own dance</li> <li>observe and listen to elders and practise correct sequence of steps, actions and formations in traditional dance</li> <li>create simple body movements and sequences in dance and drama</li> <li>create dramas, role plays and mimes about custom stories and life in the community</li> <li>experiment with voices and actions to create different characters in dramas and puppet plays</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>compose and sing songs in unison and in parts with familiar instruments</li> <li>practise reading and playing simple songs using musical notation</li> <li>create traditional and simple modern instruments such as shakers and bottle piano using local resources</li> <li>select musical instruments and play in groups, paying attention to musical notes and beat</li> <li>select familiar songs and create new songs by changing the words or melody</li> <li>observe and create body movements, patterns and sequences in a range of dances</li> <li>develop techniques of traditional and contemporary dance using correct sequence of steps, timing, rhythm, movement and space</li> <li>create dramas with actions, music, sound effects, facial expressions, voices and body movements</li> <li>observe and create body movements to express feelings</li> <li>plan, organise and practise different types of music, dance, and drama for school assembly and concert nights</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>create lowest pitch to highest pitch sounds using traditional and natural materials</li> <li>listen, produce and combine body and instrumental sounds to create rhythm and melody</li> <li>create and sing melodies and harmonies in groups or a choir</li> <li>create music to accompany poems</li> <li>observe, describe and practise a range of dance movements and sequences</li> <li>practise traditional dances and talk about their value and practise a range of contemporary dances</li> <li>create and develop dance skills such as movement, rhythm, balance, timing and expression</li> <li>listen and create dance steps to match sounds, rhythm and melody</li> <li>plan and create role plays, drama, and mimes of their own interest to perform in the community</li> <li>use different puppets such as glove and finger puppets, rod puppets and marionettes to express ideas and feelings</li> </ol>

## Presentation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	PAP.4.1 Perform simple forms of music, dance and drama and describe the messages, ideas and feelings they are trying to convey	PAP.5.1 Perform music, dance and drama and explain the significance of the music and movements and the techniques used to create them	PAP.6.1 Demonstrate skills and techniques in their own performances and discuss how messages, ideas and feelings are conveyed
<b>Activities</b>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. perform music, dance and drama for enjoyment, for peers and at school assembly</li> <li>b. perform traditional and contemporary songs accompanied by instruments</li> <li>c. make a display of song lyrics on charts and traditional instruments</li> <li>d. listen to songs being performed, describe the ideas, messages and feelings and give opinions</li> <li>e. observe and listen to community members sing and dance and discuss ideas, meaning and feelings</li> <li>f. perform simple traditional and modern dances as a class, in groups and individually</li> <li>g. perform simple drama, role plays, mimes and puppet plays</li> <li>h. watch a DVD and describe how an actor creates a character with movements, gestures, body and voice</li> <li>i. listen to and observe local story tellers and tell stories to younger classes</li> <li>j. watch DVDs or visit local theatre groups</li> </ul>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. perform music, dance and drama for enjoyment, for peers, at school assembly, and at school talent and concert nights</li> <li>b. present and sing songs as a class, in groups such as duets, trios or quartets or solo</li> <li>c. display, classify and list different instruments used in the community and demonstrate how to play them</li> <li>d. mime, sing, dance and play instruments to accompany songs from favourite artists</li> <li>e. plan and perform favourite dances in a competition and then use simple criteria to judge the dances</li> <li>f. perform and explain the significance of cultural dances from different islands</li> <li>g. present whole school dances for ceremonies</li> <li>h. plan and act out custom stories, real life events</li> <li>i. watch a theatre group performing a drama and express opinions</li> <li>j. perform puppet plays and demonstrate techniques to operate different kinds of puppets</li> </ul>	<p>Children could, for example:</p> <ul style="list-style-type: none"> <li>a. perform music, dance and drama for enjoyment, for peers, at school assembly, at school talent and concert nights and at community events</li> <li>b. sing songs in a choir and accompany with musical instruments</li> <li>c. play traditional pitched and percussion musical instruments in small bands</li> <li>d. imitate their favourite singer, dancer or actor in a talent quest</li> <li>e. compose and perform songs for special events</li> <li>f. perform their own traditional or contemporary dances expressing feelings or emotions</li> <li>g. perform drama, mimes, role plays and puppet plays using appropriate settings, language, costumes, make up and props</li> <li>h. dramatise and tell stories using actions and facial expressions to express ideas, messages and feelings</li> <li>i. review, talk about and evaluate their own performances</li> </ul>

## CRAFTS

### Creation

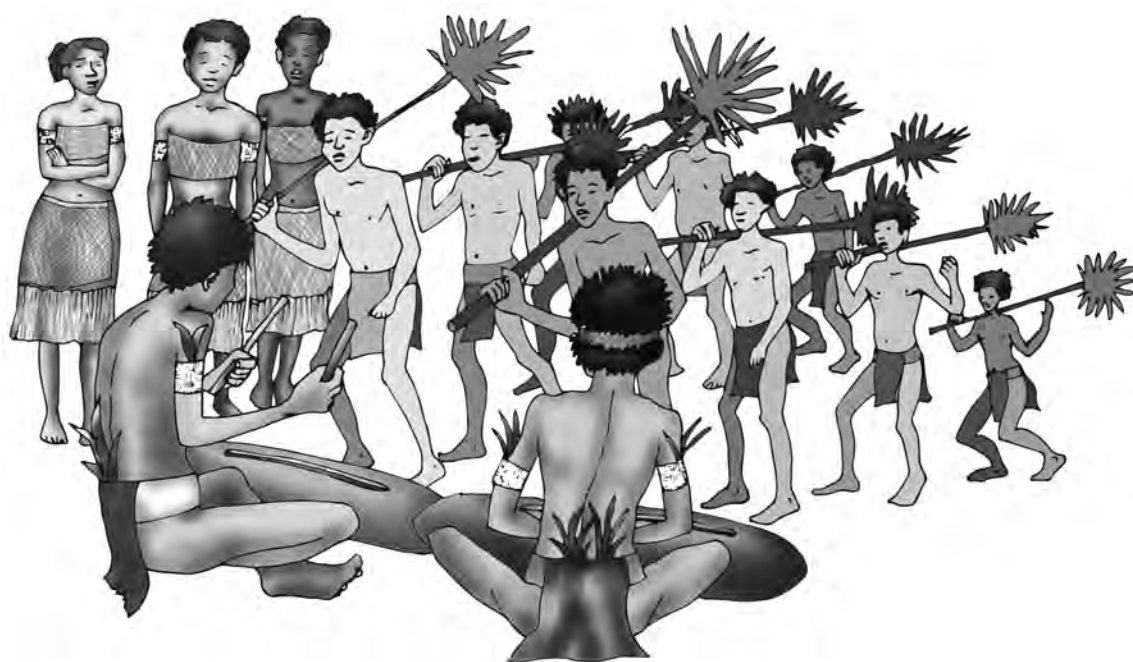
Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CC.4.1 Experiment with and use simple ideas, skills, techniques and processes to create familiar crafts	CC.5.1 Investigate and apply knowledge, skills, techniques and processes to create a range of crafts	CC.6.1 Apply knowledge, skills, techniques and processes to design and create a range of crafts that are artistic and functional
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>invite a resource person to talk about and demonstrate weaving; assist children to make simple woven items such as placemats and head bands</li> <li>experiment with traditional weaving materials to create items such as wristbands, windmills, whistles and headbands</li> <li>explore paper folding to make objects such as boats and birds</li> <li>carve simple patterns and figures using banana stems and vegetables</li> <li>use sticks and string to construct items such as bird traps and hanging vases</li> <li>create simple jewellery using knot tying, braiding, beads and pendants made from local materials</li> <li>use string to create designs and tell stories in string games</li> <li>make simple doormats by tearing, pulling and tying strips of coloured calico</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>weave items such as placemats from coconut leaves or small baskets from natural and recycled materials</li> <li>apply the skills of origami/Japanese paper folding to create items such as flowers, birds</li> <li>carve a traditional pattern on a piece of bamboo, soft wood or soft stone</li> <li>apply construction techniques to make items using dried sticks, bamboo, match sticks or pop sticks</li> <li>make simple finger and glove puppets</li> <li>create jewellery items such as wristbands, necklaces and rings using natural materials and braiding</li> <li>create masks, vases and other items using papier-mâché</li> <li>make simple clay pots and sculptures</li> <li>create decorated mobiles using recycled and scrap materials</li> <li>make traditional items such as grass skirts, armbands, head dresses using local materials</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>use local materials such as pandanus and coconut leaves to weave items like small mats, hats and fans</li> <li>fold card to make pop-up pictures</li> <li>work with community members to carve items such as a small knife, a spear or a canoe using soft wood</li> <li>create rod puppets and marionettes</li> <li>make kites using bamboo, paper, plastic bags and other local materials</li> <li>use rope, string and natural resources to make strips on doors to keep insects out</li> <li>create jewellery items using natural and man-made materials</li> <li>braid colourful wristbands and necklaces</li> <li>make macramé items such as baskets and ropes for hanging flower pots</li> <li>create bouquets, flower hats and garlands from dried or fresh flowers and leaves</li> <li>make sculptures, masks and puppet heads using papier-mâché</li> <li>make pots and other decorative items using simple pottery techniques</li> </ol>

## Presentation

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	CPE.4.1 Present examples of craftwork and describe their purpose and the significance of the designs	CPE.5.1 Present examples of craftwork and explain the significance of the designs and techniques used to create them	CPE.6.1 Present examples of craftwork and discuss their functions and how the techniques and designs are used to convey different messages, ideas and feelings
<b>Activities</b>	Children could, for example: <ol style="list-style-type: none"> <li>display examples of craftwork in the classroom for others to observe and describe their significance</li> <li>visit traditional events, cultural houses and places where crafts from different islands are displayed</li> <li>display examples of craftwork by hanging them in the classroom, or arranging them on local materials</li> <li>show each other's craftwork to peers and describe the designs</li> <li>wear hand-made wristbands, headbands, masks and jewellery</li> <li>display their colourful calico door mats by the classroom door and talk about them</li> <li>display and talk about the purpose and designs on craft items brought from home</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>display examples of craftwork at an exhibition in the school hall and talk to viewers about their crafts</li> <li>visit a venue where there is a custom dance performance and describe the patterns on the costumes</li> <li>share craftwork in pairs and talk about the designs and how they made the items</li> <li>display different origami items as mobiles and show others how to make them</li> <li>wear traditional costume items made in craft lessons during cultural events</li> <li>display puppets in puppet shows and after the show explain how they made them</li> <li>explain how they have used nature and traditional patterns as a source of ideas for the designs in their craft work</li> </ol>	Children could, for example: <ol style="list-style-type: none"> <li>display their crafts for school open day or in the community hall</li> <li>display their crafts and present a talk about their uses and how the items were made</li> <li>share craftwork in small groups and ask and answer questions about the craft items: their use, how they were made and how the messages, ideas and feelings are expressed</li> <li>display origami items and demonstrate the steps used to make them</li> <li>describe the significance of messages, ideas and feelings expressed in traditional weaving, carving and pottery</li> <li>display puppets in puppet shows and explain how they made the puppets and discuss the messages in the show</li> <li>present floral art displays for cultural and special events</li> <li>organise exhibitions of simple handmade jewellery and describe the materials used</li> </ol>

## Section: 4

# Glossary and References





## GLOSSARY

<b>aesthetic</b>	beautiful or pleasing in appearance
<b>appraise</b>	assess, evaluate, judge
<b>architecture</b>	building design: the art and science of designing and constructing buildings
<b>art forms</b>	an activity or a piece of artistic work that can be regarded as a medium of artistic expression
<b>backdrop</b>	a large painted cloth hung at the back of a stage that usually depicts the setting in which the action of a scene takes place
<b>braiding</b>	to interweave three or more strands, strips, or lengths of rope or other material in a diagonally overlapping pattern
<b>bouquet</b>	a bunch of cut flowers that have been specially chosen and arranged
<b>choreograph</b>	to plan out dance movements to a piece of music
<b>collage</b>	a picture made by sticking cloth, pieces of paper, photographs, and other objects onto a surface
<b>contemporary arts</b>	modern arts from the present time
<b>construction</b>	to construct is to form by assembling or combining parts; to build
<b>contrast</b>	a large difference between two things, for example, bright colours which contrast with dark colours, or angular shapes which contrast with curved shapes
<b>convey</b>	communicate
<b>costumes</b>	clothes worn to make a person look like somebody or something else, especially in a theatrical performance
<b>crafts</b>	activities involving the skilful making of decorative or practical objects by hand
<b>duet</b>	a group of two singers or musicians
<b>elements of art</b>	the seven elements of art are those components that one combines with principles of design to construct art. The elements are as follows: line, shape, form, space, texture, value and colour.
<b>exhibition</b>	public display, usually for a limited period, of a collection of works of art or crafts
<b>floral art</b>	the art of arranging flowers in decorative displays
<b>functional</b>	useful
<b>gallery walk</b>	a teaching methodology where students move around the room to view displays; usually they have a particular focus for observation



<b>graphic arts</b>	artistic processes based on the use of lines rather than colour, e.g. drawing, calligraphy, engraving, and printmaking
<b>harmonies</b>	a combination of notes that are sung or played at the same time
<b>lyrics</b>	a set of words that make up a song, usually consisting of verses and choruses
<b>macramé</b>	pieces of string or cord knotted together to form a coarse ornamental lacy pattern used in items such as bags or cords for hanging flower baskets
<b>manipulate</b>	to move, operate, or handle something
<b>marionette</b>	a puppet operated by means of strings attached to its hands, legs, head, and body
<b>media</b>	a medium is a material used by an artist or designer to create an art work (plural is media) e.g. paint, crayons
<b>melody</b>	tune
<b>mosaic</b>	a picture or design made with small pieces of coloured material such as coloured paper, glass or tiles stuck onto a surface
<b>mural</b>	a usually large picture painted directly onto an interior or exterior wall or onto large sheets of paper or calico
<b>musical notation</b>	a way of writing down music so that anyone can play it. Most musicians in the Western world write musical notes on a stave: five parallel lines with four spaces in between them. Children can also make up their own ways of recording music.
<b>origami</b>	the Japanese art of paper folding
<b>papier-mâché</b>	a substance made of pulped paper mixed with glue and other materials or of layers of paper glued and pressed together, moulded when moist to form various articles, and becoming hard and strong when dry
<b>pendant</b>	an ornament or a piece of jewellery that hangs from a necklace, bracelet, or earring
<b>percussion instruments</b>	musical instruments that are sounded by being hit or scraped by a beater (including attached or enclosed beaters or rattles), or struck, scraped or rubbed by hand, or struck against another similar instrument
<b>performing arts</b>	the forms of art that involve theatrical performance, especially drama, dance, and music
<b>perspective</b>	the appearance of objects to an observer, e.g. close objects appear larger than distant objects
<b>pitch</b>	the degree of height or depth of a tone, musical note or sound
<b>pitched instruments</b>	instruments that can produce a range of notes or play a tune
<b>placemats</b>	protective table mats for a single setting of dishes
<b>plaiting</b>	three or more lengths of a flexible material are intertwined to form a regular pattern. See braiding.

<b>portrait</b>	a painting, photograph, or drawing of somebody's face
<b>pottery</b>	the craft of moulding or shaping moist clay and hardening it by heating in a kiln
<b>primary colours</b>	colours that cannot be made from mixing other colours: primary colours are the source of other colours. The primary colours are red, blue, and yellow - mixing red and blue makes violet, mixing red and yellow makes orange, mixing yellow and blue makes green.
<b>pronunciation</b>	the way in which words, or language are said clearly, according to accepted standards
<b>prop</b>	the common short form for the more formal (property) is anything that is carried by a performer during a performance
<b>quartet</b>	a group of four singers or musicians
<b>quintet</b>	a group of five singers or musicians
<b>rhythm</b>	the regular pattern of beats and emphasis in a piece of music
<b>sculpture</b>	the creation of a three-dimensional work of art, especially by carving or modelling
<b>significance</b>	importance
<b>textured material</b>	material which has a rough surface
<b>traditional arts</b>	traditional visual arts, performing arts and crafts of Vanuatu
<b>unison</b>	singing together at the same pitch
<b>visual arts</b>	art forms that are primarily visual in nature, that is, to be enjoyed by looking at them. This syllabus concentrates mainly on two-dimensional visual arts.

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# Health and Physical Education





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## Section 1

# INTRODUCTION

This syllabus identifies the knowledge, skills, attitudes and values that children should achieve during Years 4 and 6 in Health and Physical Education. It describes the content for Health and Physical Education at this level. Teachers of Years 4 to 6 will use this syllabus to develop Health and Physical Education teaching and learning programs for children at this level. The content is expressed as learning outcomes and indicators.

The table below shows how Health and Physical Education is structured in primary schools and how it links to the preschool level.

### Key-links between Preschool and Primary Learning Areas, Subjects, Strands and Sub-strands

	Kindergarten/Preschool	Primary
<b>Learning Area</b>	Personal Development	Personal Development

The subject Health and Physical Education has three Strands with Sub-Strands as shown in the table below.

Strands	Sub-strands
<b>Healthy Individuals and Communities</b>	Personal Health
	Growth and Development
	Healthy Communities
<b>Physical Education</b>	Movement and Physical Activity
<b>Safety</b>	Staying Safe

In Health and Physical Education teachers should use a range of methodology including:

- experiential learning where children are provided with numerous practical opportunities to practise and apply new learning in health and physical activities
- simulations which provide opportunities for children to express their views and make personal choices about health related issues
- research activities which allow children to gather and analyse information about health and physical education concepts
- explicit teaching of skills and techniques related to physical activities, games and sports.

## Rationale

The subject of Health and Physical Education promotes the value of a healthy lifestyle, which emphasises good nutrition, prevention of disease, regular participation in physical activity and an awareness of safety practices in everyday life.

The subject of Health and Physical Education is an essential part of student development in Years 4 to 6 because it promotes:

- health and fitness
- good hygiene and nutrition habits which help prevent disease and illness
- an understanding of healthy growth and development and the physical and emotional changes that occur at puberty
- self-discipline, self confidence and positive self-esteem
- effective social skills to maintain healthy relationships

Health and Physical Education encourages children to participate in regular and varied physical activities. It promotes personal health and the health of communities and children start to develop strategies to make informed decisions relating to their own health and safety, and that of others. Health and Physical Education also supports children to develop effective social skills, to establish positive interactions with others, and to build skills to manage their own lives confidently and competently.

Individuals lead a healthy lifestyle when they are conscious of all the dimensions of health and are then better equipped to care for their own physical, mental, social, and emotional wellbeing, as well as that of others in their community.

The ability of individuals to adopt a healthy lifestyle may be affected by the social and cultural context in which they live. Communities should aim to provide a healthy environment and support for young people to make healthy choices in their lives.

The world is changing rapidly and young people in Vanuatu need to learn skills to make healthy choices about factors that may affect their physical, mental, social and emotional health in detrimental ways. They need to be assertive in making wise decisions:

- to eat nutritious meals and avoid foods high in starch and sugars
- to avoid abuse of substances such as tobacco, alcohol, kava, marihuana and other harmful drugs
- to engage in a range of physical activities for fitness and pleasure

The safety and security of children is enhanced when they can recognise situations where their personal safety may be at risk. Children learn to develop and use strategies to protect themselves and those around them. Safety awareness is introduced at this level, along with an introduction to basic first aid practices.

Schools have a special responsibility, in close liaison with families, to ensure that young people are well informed of issues affecting their health and are well equipped to make wise choices about lifestyle behaviours that affect their health and well being. Children develop the knowledge, skills and attitudes needed to lead healthy, responsible and productive lives.



## Aims

The aims of Health and Physical Education from Year 4 to Year 6 are as follows.

Children:

- acquire knowledge and skills to make wise decisions about factors affecting their health and the health of their community
- recognise the role of nutrition, rest and exercise in staying healthy
- demonstrate good personal hygiene habits and behaviours
- recognise ways to prevent common illnesses and disease
- recognise the natural changes that occur to human bodies throughout the different stages of life, particularly during puberty
- accept and acknowledge the uniqueness of individuals and value individual strengths and qualities
- develop strategies to form and maintain positive relationships
- know about the range of health services in their community and how to utilise them
- recognise the relationship between health, fitness and lifestyle
- maintain a healthy level of fitness
- demonstrate coordination in physical activities and movement
- apply knowledge of helpful drugs to use them in responsible ways and develop strategies to say no to harmful drugs
- identify common dangers in Vanuatu and develop safety practices to minimise risks.

## Content Overview

The Personal Development Learning Area draws on disciplines including health and physical education. 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 what most students are expected to achieve by the end of Year 10. The Personal Development learning area outcome appears below. Health and Physical Education are encompassed within the Learning Area of Personal Development.

*Students value healthy living using their knowledge, skills and attitudes to practise healthy lifestyles and behaviours, engaging in caring relationships, behaving safely and responsibly and participating actively in physical activities, games and sport.*

## Strands

Strands define major aspects of learning within a subject.

Health and Physical Education has three Strands:

- Healthy Individuals and Communities
- Physical Education
- Safety

## Sub-strands

Sub-strands define major aspects of learning within the strands. The sub-strands for Health and Physical Education are outlined in the descriptions of strands and sub-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 Health and Physical Education Syllabus and descriptions of both the strands and sub-strands follow.

### Table of strands and sub-strands

Health and Physical Education has three strands and a number of sub-strands across each strand.

Strand	Healthy Individuals and Communities	Physical Education	Safety
Sub-strand	<ul style="list-style-type: none"><li>▪ Personal Health</li><li>▪ Growth and Development</li><li>▪ Healthy Communities</li></ul>	<ul style="list-style-type: none"><li>▪ Movement and Physical Activity</li></ul>	<ul style="list-style-type: none"><li>▪ Staying Safe</li></ul>

## **Description of Strands**

The three strands of Health and Physical Education are described below.

### **Healthy Individuals and Communities**

The Healthy Individuals and Communities Strand addresses issues that affect personal and community health. The emphasis is on children making informed decisions to promote healthy relationships, developing a positive self-esteem and taking care of all dimensions of their health. Children also develop an awareness of what makes a healthy community and become aware of the range of health services available to them within their communities.

### **Personal Health**

In the Personal Health sub-strand children address issues of personal health including nutrition, hygiene and prevention of illness and disease. They learn ways to apply problem solving and decision making skills and to set personal goals in order to make healthy lifestyle choices. They are encouraged to take responsibility for their own health and begin to develop skills to make informed decisions about all dimensions of their health and well-being.

### **Growth and Development**

In the Growth and Development sub-strand children learn to value the importance of rest, good sleeping habits and exercise to maintain good physical, mental, social and emotional health. They learn the importance of developing and maintaining good relationships with family and friends and learn to respect each person as a unique individual. They identify the various stages of life and identify how health needs change throughout life. They learn specifically about the physical and emotional changes that occur during puberty and learn ways to understand and manage these changes.

### **Healthy Communities**

In the Healthy Communities sub-strand children identify aspects of a healthy environment, essentially the need for cleanliness and order within their home, school and community. They investigate and become familiar with health products and health services within their community and understand how these services contribute to the health of community members. They begin to identify actions to promote healthy living within their families and communities.

### **Physical Education**

In the Physical Education strand children have opportunities to explore and practise a range of movement and manipulative skills that can be applied to fitness activities, games and modified sports. It is important for children to actively participate and to have positive experiences with a wide variety of games and sports. They learn the benefits of participating regularly and safely in physical activity to develop and enhance their own personal fitness. Participation in physical activity provides children with opportunities for increasing their self-esteem and self-confidence and developing positive interpersonal skills and attitudes. In this strand all children, individually and in groups, are strongly encouraged to participate in a wide variety of physical activities. Children also learn the importance of safety and take the appropriate precautions and follow rules to prevent accidents and injuries during physical activities.

### **Movement and Physical Activity**

There are two aspects to this sub-strand. The first set of outcomes relate to children actively performing locomotor and non-locomotor movement skills and sequences. They begin to demonstrate consistency, control and coordination in physical activities. They learn a range of movement skills such as jogging and sprinting, jumping, hopping and skipping, while also demonstrating skills of balance, control and coordination within physical activities such as swimming and athletics. In this set of outcomes fitness is also emphasised as an essential component of the physical education program. Children are encouraged to participate daily in moderate to vigorous physical activity to build fitness habits that become a part of their routine and way of life.

The second set of outcomes in this sub-strand focuses on participation in a wide range of games and modified sports. Adult versions of popular sports like rugby, soccer, cricket, netball and volleyball are modified either by adapting the rules, or the equipment or the playing space to ensure active and safe participation by all students in Years 4 to 6. Children learn to apply a range of ball-handling skills such as throwing, catching, hitting, kicking, bouncing, dribbling, striking and passing within a range of non-competitive and competitive games and sports. Children learn about the principles of team work and fair play and enjoy positive feelings of success and enjoyment within a diverse range of physical activities.

### **Safety**

The Safety strand of Health and Physical Education emphasises the protection of individuals through promoting safe environments and practices. This strand focuses on developing awareness, commitment and an ability to act in ways that will keep themselves and others safe from harm.

### **Staying Safe**

Again there are two aspects and two sets of outcomes within this sub-strand. The first set of outcomes helps children to understand the differences between helpful and harmful drugs. Children learn about the positive and responsible use of prescription drugs obtained from a doctor or chemist in preventing and treating common illnesses and diseases. They also learn about the harmful effects of excessive use of drugs like tobacco, alcohol, kava and home brew, and of the consequences of using illegal drugs like marijuana. Children are presented with scenarios and practise assertive behaviours to help them make informed healthy choices in relation to drugs.

The second set of outcomes in this sub-strand deals with safety in a broad range of contexts relevant to the children's everyday lives. Children develop an awareness of safe practices and of precautions they can take to preserve their own safety and the safety of others. They learn to address safety issues in relation to poisons and harmful substances, road safety, fire safety, water safety and electricity and become fully aware of safety procedures relevant to natural hazards. They learn to recognise bullying, harassment and other forms of violence and abuse and learn ways of protecting themselves and staying safe should they encounter such behaviours. Children in Year 6 also begin to learn some basic first aid techniques such as how to stop bleeding and mouth to mouth resuscitation that could save lives.

## Assessment of Health and Physical Education

The table below gives examples of aspects of Health and Physical Education 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
<b>Healthy Individuals and Communities</b>	<ul style="list-style-type: none"> <li>Personal hygiene practices</li> </ul>	<ul style="list-style-type: none"> <li>Talk to and question children about the physical and emotional changes that occur during puberty and ways to manage the changes</li> </ul>	<ul style="list-style-type: none"> <li>Analyse posters describing health services in the community</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the three food groups and the role of foods in each group</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Development of ball handling skills: throwing and catching</li> </ul>	<ul style="list-style-type: none"> <li>Talk to children about water safety and rescue procedures</li> </ul>	<ul style="list-style-type: none"> <li>Analyse charts showing aspects of team work and fair play</li> </ul>	<ul style="list-style-type: none"> <li>Time physical fitness activities and encourage improvement in time trials</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>Role plays about how to say no to harmful drugs</li> </ul>	<ul style="list-style-type: none"> <li>Talk to children about dangerous situations they have observed and ask questions about how to resolve them</li> </ul>	<ul style="list-style-type: none"> <li>Safety procedures to follow during a particular natural hazard such as a cyclone, earthquake or tsunami</li> </ul>	<ul style="list-style-type: none"> <li>Simple first aid procedures</li> </ul>

## Section: 2

# Learning Outcomes and Indicators





## Overview of all Strand and Sub-strand Learning Outcomes

The learning area outcome for Personal Development that appears below describes what most students are expected to achieve by the end of Year 10. The table describes the strand learning outcomes for each of the three strands in Health and Physical Education for Years 1 to 10.

### Personal Development Learning Area Outcome

*Students value healthy living using their knowledge, skills and attitudes to practise healthy lifestyles and behaviours, engaging in caring relationships, behaving safely and responsibly and participating actively in physical activities, games and sport.*

Strand	Healthy Individuals and Communities	Physical Education	Safety
<b>Learning Outcomes</b>	Apply knowledge of health issues to make wise decisions and adopt healthy behavior and attitudes that promote good personal and community health	Apply physical skills and abilities to maintain a healthy level of fitness and enjoyment through regular participation in physical activity and sport	Be aware and apply safety skills and knowledge to prevent and minimize unsafe practices in daily life

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

Strands	Healthy Individuals and Communities	Physical Education	Safety
<b>Sub-strands</b>	<ul style="list-style-type: none"><li>▪ Personal Health</li><li>▪ Growth and Development</li><li>▪ Healthy Communities</li></ul>	<ul style="list-style-type: none"><li>▪ Movement and Physical Activity</li></ul>	<ul style="list-style-type: none"><li>▪ Staying Safe</li></ul>

Each of these sub-strands has explicit learning outcomes that identify what children at each year level should be able to demonstrate by the end of that year. Examples of indicators are given that show what children need to demonstrate to achieve the outcomes. They are not a checklist to be systematically ticked off, but examples only. Teachers use the indicators to help make judgements about children's achievements. Teachers can develop their own indicators once familiar with the learning outcomes.

### Reference System for Outcomes

Each sub-strand outcome has letters and numbers which denote the strand name, the sub-strand name, the year level. The number indicates how many outcomes there are with these characteristics. For instance, in the Healthy Individuals and Communities table HIC.GD.4.1 means Healthy Individuals and Communities (HIC), Growth and Development (GD), Year 4 (4) and learning outcome 1 (1). Each indicator is labelled alphabetically using a small letter. Refer to particular outcomes and indicators using this system.



Strand	Sub-strands	Year 4	Year 5	Year 6
<b>Healthy Individuals and Communities</b> Apply knowledge of health issues to make wise decisions and adopt healthy behaviour and attitudes that promote good personal and community health.	Personal Health	HIC.PH.4.1 Identify and describe the food groups that promote good health	HIC.PH.5.1 Identify factors that influence eating habits and ways to overcome negative influences	HIC.PH.6.1 Apply knowledge of good nutrition to demonstrate healthy food choices
		HIC.PH.4.2 Describe and demonstrate personal hygiene practices to prevent illness	HIC.PH.5.2 Apply strategies to prevent common illness and disease	HIC.PH.6.2 Describe the causes of serious diseases and ways to prevent them
	Growth and Development	HIC.GD.4.1 Recognise and describe simple ways to support healthy growth and development	HIC.GD.5.1 Identify the different stages of life and describe the changing health needs	HIC.GD.6.1 Identify changes that occur during puberty and ways to deal with the changes
	Healthy Communities	HIC.HC.4.1 Recognise and describe features of a healthy living environment	HIC.HC.5.1 Identify and describe the role of health services in the community	HIC.HC.6.1 Apply knowledge to promote healthy living in their communities
<b>Physical Education</b> Apply physical skills and abilities to maintain a healthy level of fitness and enjoyment through regular participation in physical activity and sport.	Movement and Physical Activity	PE.MPA.4.1 Identify and demonstrate a range of locomotor and non-locomotor movements for coordination and fitness	PE.MPA.5.1 Perform movement sequences in fitness and physical activities with coordination	PE.MPA.6.1 Apply movement, flexibility, strength and balance by participating in a range of fitness and physical activities
		PE.MPA.4.2 Identify and demonstrate basic skills in a range of games	PE.MPA.5.2 Perform basic skills in a range of games and modified sports	PE.MPA.6.2 Apply skills and techniques by participating in a range of modified sports
<b>Safety</b> Be aware and apply safety skills and knowledge to prevent and minimize unsafe practices in daily life.	Staying Safe	S.SS.4.1 Identify drugs in their local community that affect their health	S.SS.5.1 Investigate and describe the effects of drugs on personal health	S.SS.6.1 Demonstrate strategies to make healthy choices about drugs
		S.SS.4.2 Identify dangerous situations at home and school and describe ways to minimise risks	S.SS.5.2 Investigate and identify dangerous situations in the community and describe ways to minimise risks	S.SS.6.2 Describe actions and basic first aid techniques to use in common emergency situations

## HEALTHY INDIVIDUALS AND COMMUNITIES

### Personal Health

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	HIC.PH.4.1 Identify and describe the food groups that promote good health	HIC.PH.5.1 Identify factors that influence eating habits and ways to overcome negative influences	HIC.PH.6.1 Apply knowledge of good nutrition to demonstrate healthy food choices
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. investigates and explains the three food groups and identifies the role of each group</li> <li>b. explains the importance of eating healthy balanced meals from the three food groups</li> <li>c. identifies and explains the differences between healthy food and junk food</li> <li>d. recognises that a variety of foods are needed for good health</li> <li>e. explains and discusses the benefits of eating healthy food</li> <li>f. describes hygienic ways to prepare healthy food</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies local and imported food that is harmful to health</li> <li>b. recognises and describes why being overweight or underweight is unhealthy</li> <li>c. investigates ways to prevent obesity</li> <li>d. identifies the causes of malnutrition and ways to prevent it</li> <li>e. recognises and identifies social and financial factors that influence bad eating habits</li> <li>f. identifies modern influences, such as media advertisements, that can affect eating habits</li> <li>g. recognises that people buy fast food because it is convenient</li> <li>h. recognises and respects that health factors, personal choice and religion sometimes influence people's food preferences</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. evaluates the nutritional value of food products using information provided on the packaging</li> <li>b. identifies healthy foods that are best eaten either raw or cooked and describes their benefits</li> <li>c. identifies and explains healthy food choices and places where they can be obtained</li> <li>d. explains the importance of regular meal requirements for family member such as babies, older people and pregnant mothers</li> <li>e. describes the importance of having balanced meals each day</li> </ul>

**Personal Health**

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	HIC.PH.4.2 Describe and demonstrate personal hygiene practices to prevent illness	HIC.PH.5.2 Apply strategies to prevent common illness and disease	HIC.PH.6.2 Describe the causes of serious diseases and ways to prevent them
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. describes the importance of hygiene practices such as having a shower or wash every day, the care of hair, dental hygiene</li> <li>b. identifies and explains why it is important to keep hands and fingernails, faces and eyes clean</li> <li>c. demonstrates and discusses when to wash hands, such as before eating, and preparing food, after using toilet, walking and playing sport, touching animals and explains why</li> <li>d. describes the importance of washing and changing clothes regularly</li> <li>e. describes why it is important to store food in safe places away from flies, dust and insects</li> <li>f. recognises and explains why it is important to wash and store away plates and cooking utensils</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. describes the causes of diseases and their methods of transmission and identifies ways to protect themselves from diarrhoea and intestinal worms</li> <li>b. investigates and describes ways to keep drinking water safe to avoid epidemics affecting the community</li> <li>c. identifies simple methods to prevent and to treat influenza</li> <li>d. identifies simple practical ways to prevent skin diseases</li> <li>e. explains the importance of drinking the correct daily quantities of water</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. promotes hygiene of drinking water at school and village to prevent intestinal infections and parasites</li> <li>b. explains the importance of the programme of immunization provided by the Health Department</li> <li>c. identifies how malaria is transmitted and describes practical ways to prevent it</li> <li>d. investigates and describes the causes of diabetes</li> <li>e. identifies non-communicable and communicable diseases and explains the differences</li> </ul>

## Growth and Development

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	HIC.GD.4.1 Recognise and describe simple ways to support healthy growth and development	HIC.GD.5.1 Identify the different stages of life and describe the changing health needs	HIC.GD.6.1 Identify changes that occur during puberty and ways to deal with the changes
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. recognises that a variety of food is needed for good health</li> <li>b. recognises that exercise is necessary to develop and maintain healthy growth</li> <li>c. describes the importance of having enough relaxation and sleep and explains good sleeping habits</li> <li>d. recognises the dimensions of health, physical, mental, social and emotional, and describes ways to stay healthy</li> <li>e. describes the importance of good relationships and identify the qualities that support them such as honesty, compassion and reliability</li> <li>f. demonstrates simple decision-making strategies to help them make good decisions about healthy growth</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and describes the different stages of human life such as baby, toddler, child, adolescent, adult, old person</li> <li>b. describes physical, social and emotional needs typical for each stage of life</li> <li>c. recognises that every individual is unique and that changes in growth and development occur at different times</li> <li>d. investigates and explains the differences in physical needs such as food, rest and exercise for each stage of life</li> <li>e. recognises and respects the health needs of people of all ages with physical, social and mental impairments</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. discusses and outlines the physical changes that occur in both boys and girls during puberty</li> <li>b. identifies some physical and emotional forms of behaviour that may occur during puberty</li> <li>c. recognises and describes thoughts and feelings about different body changes</li> <li>d. recognises that many changes occur in a predictable sequence</li> <li>e. describes ways to cope with emotional changes</li> <li>f. identifies body parts of the human reproductive system</li> <li>g. describes the hygiene practices which relate to puberty</li> </ul>

## Healthy Communities

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	HIC.HC.4.1 Recognise and describe features of a healthy living environment	HIC.HC.5.1 Identify and describe the role of health services in the community	HIC.HC.6.1 Apply knowledge to promote healthy living in their communities
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. observes class rules to keep the classroom safe, clean and tidy</li> <li>b. describes unhealthy places in their homes and surroundings and proposes ways to improve them</li> <li>c. describes how family and community members use health products to maintain healthy homes</li> <li>d. identifies and describes daily actions to keep their local environment clean and healthy</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. explains the roles of the health workers and community workers who promote good health in the community</li> <li>b. describes the roles of health services such as the ambulance service, clinics and aid posts</li> <li>c. recognises other organisations in the community such as the Red Cross or other NGOs and discusses their roles in improving health</li> <li>d. explains how health services help the community</li> <li>e. investigates and identifies health services and products in the community and at school</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. describes ways to access health services in the community</li> <li>b. investigates and explains how health workers manage health awareness in communities and homes</li> <li>c. describes ways to improve the health of their local community</li> <li>d. recognises the need for regular dental and medical checkups for healthy teeth, ears and eyes</li> </ul>

## PHYSICAL EDUCATION

### Movement and Physical Activity

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	PE.MPA.4.1 Identify and demonstrate a range of locomotor and non-locomotor movements for coordination and fitness	PE.MPA.5.1 Perform movement sequences in fitness and physical activities with coordination	PE.MPA.6.1 Apply movement, flexibility, strength and balance by participating in a range of fitness and physical activities
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. demonstrates appropriate safety procedures in physical activities</li> <li>b. demonstrates different ways of moving such as running, skipping, jumping showing body control and coordination</li> <li>c. identifies locomotor and non-locomotor movements by exploring ways of forming body shapes</li> <li>d. uses simple apparatus such as bench and hoops to demonstrate locomotor and non-locomotor movements</li> <li>e. demonstrates non-locomotor and locomotor movements in the water such as floating, kicking, gliding, face down and on the back</li> <li>f. demonstrates sprinting and jogging over short and long distances</li> <li>g. recognises the importance of exercise for physical and mental fitness</li> <li>h. demonstrates fitness in activities such as distance run, aerobics, circuit activities and obstacle course</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. demonstrates appropriate safety procedures in physical activities</li> <li>b. experiments with locomotor and non-locomotor movements using the whole space: high and low movements, fast and slow movements, making large, small, wide and narrow shapes</li> <li>c. adapts movements to suit different environments and apparatus</li> <li>d. identifies and demonstrates movement sequences in specialised activities such as swimming, skipping and simple athletic events</li> <li>e. demonstrates coordinated movements when performing simple gymnastic sequences</li> <li>f. demonstrates basic swimming strokes such as breaststroke, crawl and backstroke</li> <li>g. demonstrates concentration, motivation and self-discipline to perform coordinated movements</li> <li>h. recognises, monitors and improves personal fitness levels</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. demonstrates appropriate safety procedures in physical activities</li> <li>b. demonstrates balance and coordination in a range of gymnastic movements</li> <li>c. performs a variety of movement sequences using space effectively with and without apparatus</li> <li>d. describes and demonstrates safe water rescue techniques</li> <li>e. recognises that particular movement skills and physical activities improve flexibility, body strength, balance and fitness</li> <li>f. demonstrates active participation in physical activities to develop confidence and a positive self esteem</li> <li>g. demonstrates variations of force, speed, direction and precision in movements</li> <li>h. recognises and demonstrates regular participation in physical activities to achieve and maintain personal fitness</li> </ul>

## Movement and Physical Activity

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	PE.MPA.4.2 Identify and demonstrate basic skills in a range of games	PE.MPA.5.2 Perform basic skills in a range of games and modified sports	PE.MPA.6.2 Apply skills and techniques by participating in a range of modified sports
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. demonstrates appropriate safety procedures during games</li> <li>b. demonstrates locomotor skills such as running, dodging, skipping and jumping in games</li> <li>c. demonstrates non-locomotor skills such as stretching, bending and pivoting in games</li> <li>d. describes and demonstrates ball handling skills of catching, throwing, hitting, kicking, bouncing, dribbling, striking and passing in simple team games</li> <li>e. describes and demonstrates how to catch a ball travelling along the ground or through the air with two hands</li> <li>f. describes and demonstrates how to throw a small ball under arm and over arm to a wall, target or partner</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. demonstrates appropriate safety procedures during games and sports</li> <li>b. describes and demonstrates safe use of modified sports equipment such as bats, balls and gloves</li> <li>c. demonstrates skills such as throwing, catching, hitting, kicking and passing in traditional and modified games</li> <li>d. explains and demonstrates the rules of games and modified sports</li> <li>e. describes the roles and responsibilities of different positions in modified sports</li> <li>f. identifies and applies relevant basic skills within team games and modified sports</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. demonstrates appropriate safety procedures during games and sports</li> <li>b. demonstrates strategies such as teamwork and fair play in a range of sports</li> <li>c. explains and demonstrates rules of various modified sports</li> <li>d. applies scoring systems and basic umpiring or refereeing skills</li> <li>e. describes strategies to be used as part of a game plan</li> <li>f. applies ball handling skills of catching, throwing, batting, kicking, dribbling, striking and passing in modified sports</li> <li>g. identifies and demonstrates skills and techniques for using a range of sports equipment</li> <li>h. demonstrates motivation and interest through participation in different sports</li> </ul>

## SAFETY

### Staying Safe

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	S.SS.4.1 Identify drugs in their local community that affect their health	S.SS.5.1 Investigate and describe the effects of drugs on personal health	S.SS.6.1 Demonstrate strategies to make healthy choices about drugs
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies helpful and harmful drugs consumed in the community</li> <li>b. identifies common medicinal drugs such as tablets, ointments and vaccinations that are helpful to personal health</li> <li>c. describes where and how medicines can be obtained in the community and how they improve health</li> <li>d. recognises that smoking cigarettes causes health problems to the smoker and non-smoker</li> <li>e. recognises that excessive intake of kava affects personal health and family life</li> <li>f. recognises that marijuana affects personal health and family life</li> <li>g. recognises that excessive use of alcohol affects personal health and family life</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies useful drugs such as painkillers and antibiotics and describes how they can improve personal health</li> <li>b. investigates and describes the disadvantages related to the consumption of tobacco, alcohol and home brew</li> <li>c. describes the effects of marijuana on physical and mental health</li> <li>d. recognises that some drugs are addictive</li> <li>e. identifies legal and illegal drugs</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. describes ways to use medicines appropriately</li> <li>b. demonstrates responsible attitudes towards using medicines to improve personal health</li> <li>c. demonstrates appropriate attitudes and ways to adopt responsible behaviour regarding drug use</li> <li>d. explains facts about drug use</li> <li>e. identifies positive role models in the community to help prevent young people from misusing drugs</li> <li>f. recognises programs available in the community that discourage the use of harmful drugs</li> </ul>



## Staying Safe

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	S.SS.4.2 Identify dangerous situations at home and school and describe ways to minimise risks	S.SS.5.2 Investigate and identify dangerous situations in the community and describe ways to minimise risks	S.SS.6.2 Describe actions and basic first aid techniques to use in common emergency situations
<b>Indicators</b>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies dangerous household products and ways to store them safely</li> <li>b. identifies risk of accidents or injuries at school and describe preventive actions</li> <li>c. identifies and applies safety instructions to set up and use suitable equipment for physical activities</li> <li>d. identifies safety rules to prevent accidents in water</li> <li>e. describes ways to promote fire safety at home and school</li> <li>f. recognises early warning signs and tries to prevent unsafe situations</li> <li>g. recognises and develops safe and responsible behaviour for road safety</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. identifies and locates unsafe places in the community</li> <li>b. describes and applies security rules for community events</li> <li>c. identifies and applies safety rules when using electrical appliances</li> <li>d. identifies ways to prevent or treat stings or bites from dangerous plants, insects and animals</li> <li>e. recognises and describes ways to enhance survival before, during and after natural hazards</li> <li>f. identifies and describes safe ways to deal with violence in the community</li> <li>g. identifies and describes ways to prevent different forms of harassment and bullying</li> </ul>	<p>This will be evident when the child, for example:</p> <ul style="list-style-type: none"> <li>a. describes basic first aid techniques such as how to stop bleeding and how to administer mouth to mouth resuscitation</li> <li>b. describes emergency situations that could occur at school, at home or in the village and describes methods to prevent them</li> <li>c. identifies ways to seek assistance and who to go to for help in emergency situations</li> <li>d. recognises simple first aid items and describes their uses</li> <li>e. explains action plans for accidents and emergency situations in the community</li> <li>f. recognises and describes ways to treat and prevent accidents and injuries</li> </ul>

## Section: 3

# Learning Outcomes and Activities





## HEALTHY INDIVIDUALS AND COMMUNITIES

### Personal Health

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	HIC.PH.4.1 Identify and describe the food groups that promote good health	HIC.PH.5.1 Identify factors that influence eating habits and ways to overcome negative influences	HIC.PH.6.1 Apply knowledge of good nutrition to demonstrate healthy food choices
<b>Activities</b>	Children could, for example: a. investigate and list all of the healthy foods in the school canteen or local store b. investigate the reasons why it is important to eat fresh and healthy food c. identify and display posters showing different healthy ways to prepare and preserve food d. discuss and present the three food groups and their functions e. record their meals for one day and check to see if there is a balance from the three food groups f. bring foods to school and select foods to create and cook a balanced meal with help from parents g. identify and differentiate between healthy food and junk food and discuss the importance of limiting the quantity of junk food they eat h. design posters showing healthy local and imported foods	Children could, for example: a. investigate and discuss causes of bad eating habits such as overeating and propose solutions b. investigate and list advertisements from the media in Vanuatu that encourage bad eating habits c. identify and discuss the causes of malnutrition and ways to prevent it d. visit a store and produce a list of foods that are unhealthy and make awareness with other classes e. invite a health worker to speak on the topic; “why being overweight or underweight is unhealthy” f. investigate and present social factors that influence bad eating habits and suggest ways to minimise their influence g. visit the local market and select healthy foods which can be purchased with limited funds h. discuss and identify the effects of eating too much sugar and fat and suggest ways to limit such practices	Children could, for example: a. compose a menu for each member of the family according to their age and health needs b. write an essay to explain the benefits of eating balanced meals c. investigate and make a list of local places where you can obtain healthy food d. bring foods from home and demonstrate how to prepare, cook and serve a healthy balanced meal e. write a report to explain why particular foods were chosen for the healthy balanced meal f. identify and construct tables to show meal requirements for babies, older people and pregnant mothers and give reasons why the requirements were selected

## Personal Health

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	HIC.PH.4.2 Describe and demonstrate personal hygiene practices to prevent illness	HIC.PH.5.2 Apply strategies to prevent common illness and disease	HIC.PH.6.2 Describe the causes of serious diseases and ways to prevent them
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>share experiences with friends on why it is important to wash and change clothes regularly</li> <li>identify and describe the importance of daily hygiene practices such as having a shower or wash, taking care of hair and dental hygiene</li> <li>demonstrate and explain methods and write rules to keep hands, fingernails, faces, eyes and teeth clean</li> <li>discuss and create simple rules about keeping their homes, including the toilet, clean</li> <li>identify and describe the importance of washing and storing food, plates and cooking utensils in a safe place</li> <li>investigate and name appropriate places in which to store foods safely</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>apply simple methods to prevent and treat diseases such as lice, scabies, white spot, ringworm or the common cold</li> <li>invite a health worker to speak on the topic: “How to keep drinking water safe to avoid epidemics affecting the community”</li> <li>research the importance of drinking correct daily quantities of water and present their findings</li> <li>identify and describe causes of common illnesses such as diarrhoea, intestinal worm and suggest actions to prevent them</li> <li>identify and describe simple practical methods to prevent and treat influenza</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>research and present a prepared talk on how malaria is transmitted and describe practical ways to prevent its transmission</li> <li>invite a health worker to speak on the topic: “Causes of different types of diabetes” and identify ways to prevent people from developing it</li> <li>investigate and organise awareness about safe drinking water at school to prevent intestinal infections and parasites</li> <li>collect immunization information from the health officer, identify the illnesses prevented by the vaccines and present a report to other classes</li> </ol>

## Growth and Development

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	HIC.GD.4.1 Recognise and describe simple ways to support healthy growth and development	HIC.GD.5.1 Identify the different stages of life and describe the changing health needs	HIC.GD.6.1 Identify changes that occur during puberty and ways to deal with the changes
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>present a talk to explain the importance of eating foods from the three food groups to support healthy growth</li> <li>keep a diary for one week showing the number of hours of sleep and rest, compare the number of hours slept each day and discuss the effects of not enough sleep</li> <li>discuss the need for physical activity or exercise every day and record their daily exercise on a chart</li> <li>talk about situations that make them feel happy and unhappy and present their ideas on a chart</li> <li>create a page of positive comments about each student that is passed around in class and present as a gift to each class member</li> <li>organise a special lunch day for the class and explain the variety of foods needed for healthy growth</li> <li>listen to stories about people with special needs and discuss the need to respect all individuals</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>draw people at different stages of life and talk about how to care for each age group</li> <li>produce and present a chart about the different physical needs for each age group, discussing variations in types and amounts of food, rest and exercise</li> <li>create a grid showing the health needs of babies, toddlers, children, adolescents, adults and old people for physical, mental, social and emotional health</li> <li>brainstorm and role play ways they can show core values such as respect, honesty and kindness with people at different stages of life</li> <li>role play safe and healthy procedures for caring for babies, young children and old people</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>investigate and explain cultural ways to mark the changes that occur at puberty</li> <li>invite a health worker to talk about the changes that occur at puberty for girls and boys and complete a worksheet</li> <li>identify trusted people they can talk to about physical and emotional changes that occur in puberty</li> <li>identify and list personal health products for appropriate care</li> <li>in small groups talk about their feelings and list positive ways to deal with emotional changes</li> <li>write questions about changes that occur during puberty and place anonymously in a box for the teacher or health worker to answer</li> </ol>

## Healthy Communities

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	HIC.HC.4.1 Recognise and describe features of a healthy living environment	HIC.HC.5.1 Identify and describe the role of health services in the community	HIC.HC.6.1 Apply knowledge to promote healthy living in their communities
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>create plans and apply everyday actions to keep their local environment clean</li> <li>participate in awareness activities at school assembly to explain ways to keep homes and the local environment clean</li> <li>discuss and make posters to show actions to take to prevent influenza and malaria outbreaks in their communities</li> <li>imagine and draw pictures of a healthy classroom</li> <li>take responsibility for personal belongings and different jobs to keep their classroom a clean and healthy place</li> <li>role-play ways that families help each other to maintain a healthy living environment</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>brainstorm different health services in the village and discuss what they know about their roles</li> <li>discuss and present the similarities and differences between an aid post, a clinic, a health centre and a hospital in Vanuatu</li> <li>visit a nearby health service such as clinic or aid post, list its main items of equipment and explain their functions</li> <li>discuss and present ways to support local health services such as by volunteering in working bees and paying health contributions</li> <li>explain the role of Non-Government Organisations and charity groups in maintaining health services and a clean, healthy environment</li> <li>discuss and write essays about occupations which keep us healthy such as those of doctors, dentists, ambulance officers and nurses</li> <li>select and research one of the health services and present as a project</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>draw labelled diagrams to show ways to access medicine and medical treatment</li> <li>create simple action plans to clean and maintain the village</li> <li>participate in clean-up activities contributing to the welfare and health of the community</li> <li>conduct simple awareness activities in the community to explain the importance of regular visits to the dentist and doctor to monitor genetic and serious diseases</li> <li>invite guest speakers such as health inspectors or village sanitarians and take notes about their role in maintaining healthy communities</li> </ol>

## PHYSICAL EDUCATION

### Movement and Physical Activity

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	PE.MPA.4.1 Identify and demonstrate a range of locomotor and non-locomotor movements for coordination and fitness	PE.MPA.5.1 Perform movement sequences in fitness and physical activities with coordination	PE.MPA.6.1 Apply movement, flexibility, strength and balance by participating in a range of fitness and physical activities
<b>Activities</b>	Children could, for example: a. identify and apply appropriate safety rules in all movement and physical activities b. apply non-locomotor and locomotor movements in team games c. demonstrate non-locomotor movements such as twisting, bending and stretching to develop flexibility in fitness activities d. participate in daily fitness activities such as aerobics, distance runs, circuit activities and obstacle courses and experience the benefits of regular exercise e. participate in swimming activities such as floating, kicking, gliding, face down and on the back	Children could, for example: a. identify and apply appropriate safety rules in all movement and physical activities b. warm up, adopt correct starting position and participate in individual and relay running events practising baton passes c. participate in daily fitness activities such as vigorous team games, obstacle courses, sprinting or jogging to suit the length of the run d. apply appropriate techniques to practise athletic events such as high jump, long jump and triple jump e. participate in water games and practise basic swimming strokes such as breaststroke, crawl and backstroke with the assistance of parents	Children could, for example: a. identify and apply appropriate safety rules in all movement and physical activities b. create a series of aerobic movements in a space to music or in the water for daily fitness or for a competition c. practise safe water rescue techniques such as throwing a floating object to the person in danger or paddling out in a canoe and rescuing them d. create and perform simple gymnastic movement sequences to improve flexibility, body strength, balance and fitness e. apply appropriate techniques to practise athletic events such as modified javelin and shot put events, sprinting, relays and high jump



## Movement and Physical Activity

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	PE.MPA.4.2 Identify and demonstrate basic skills in a range of games	PE.MPA.5.2 Perform basic skills in a range of games and modified sports	PE.MPA.6.2 Apply skills and techniques by participating in a range of modified sports
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>identify and apply appropriate safety rules in all games</li> <li>practise overarm and underarm throwing techniques with a partner</li> <li>practise passing, dribbling, intercepting, striking, kicking and dodging with soccer and rugby balls</li> <li>practise passing, dribbling, pivoting, jumping for the rebounding ball and shooting for goal with basketballs and netballs</li> <li>participate in a variety of games to demonstrate speed, balance and spatial awareness when moving with a partner or group</li> <li>play fun games like chasing games, traditional games, non-competitive games and team games</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>identify and apply appropriate safety rules in all games and modified sports</li> <li>practise and apply the skills and techniques used in volleyball and football</li> <li>use equipment and space appropriately for specific games</li> <li>explain and apply basic rules and the spirit of fair play in a range of team games</li> <li>create and play their own games using specific skills</li> <li>explain the roles of each player in sports like football, cricket, netball and other team games</li> <li>demonstrate correct techniques for using equipment such as bats, balls and gloves in games like cricket and baseball</li> <li>practise and apply ball handling skills of catching, throwing, batting and fielding in a range of modified forms of sports such as cricket and baseball</li> <li>practise and apply ball handling skills of dribbling, heading, passing, and shooting in a range of modified forms of sports such as soccer, rugby, basketball and netball</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>identify and apply appropriate safety rules in all games and modified sports</li> <li>identify and apply teamwork skills and fair play within a range of games and modified sports</li> <li>experiment and apply tactics and simple game plans within modified sports</li> <li>participate in a range of sports and assist each other to understand and follow the rules</li> <li>take turns to be referee and explain the rules of a sport to players at the start of the game and throughout the game</li> <li>demonstrate correct techniques for using equipment in games like cricket and baseball</li> <li>practise and apply ball handling skills in a range of modified forms of sports such as cricket, baseball, soccer, rugby, basketball, netball, handball and volleyball</li> </ol>

## SAFETY

### Staying Safe

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	S.SS.4.1 Identify drugs in their local community that affect their health	S.SS.5.1 Investigate and describe the effects of drugs on personal health	S.SS.6.1 Demonstrate strategies to make healthy choices about drugs
<b>Activities</b>	Children could, for example: a. discuss and present a talk on the drug currently recommended for treating malaria b. listen to a health worker about poisons contained in cigarettes and create posters with captions about it c. role play how kava influences and affects personal health d. discuss and present on charts captions about the harmful effects of marijuana e. compose simple songs and create poems about bad habits of drinking alcohol and how they affect family life f. watch a DVD or play performed, for example, by the Wan Smol Bag theatre company or listen to a health worker talk about drug abuse	Children could, for example: a. discuss and make a list of pain killers, antibiotics and other common medicines in the local stores and clinics and present ways of using them properly b. role play how alcohol and home brew are harmful to personal health and a cause of social problems in the community c. research and present a talk on how marijuana is affecting the physical and mental health of individuals d. discuss and categorise different types of drugs as legal or illegal and display in tables their beneficial and harmful effects	Children could, for example: a. create and display poems to promote appropriate and responsible attitudes about using medicines b. dramatise how to say 'no' to marijuana and other harmful drugs c. construct a plan and program and create posters for conducting awareness on harmful drugs in the community d. discuss and dramatise activities that encourage healthy lifestyles and choices

## Staying Safe

Year Level	Year 4	Year 5	Year 6
<b>Sub-strand Outcomes</b>	S.SS.4.2 Identify dangerous situations at home and school and describe ways to minimise risks	S.SS.5.2 Investigate and identify dangerous situations in the community and describe ways to minimise risks	S.SS.6.2 Describe actions and basic first aid techniques to use in common emergency situations
<b>Activities</b>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>on charts label and draw pictures of harmful products found at home and at school</li> <li>in groups discuss, propose and present ways to prevent family members or friends from injuring themselves with fire, hot water and poisons</li> <li>conduct a visit to the sea or the river, identify dangerous or unsafe areas and write simple instructions to prevent accidents</li> <li>discuss and present on charts safety instructions to set up and use equipment for physical activities</li> <li>recognise common road signs, discuss responsible behaviours to prevent accidents on the road and compose simple songs about road safety</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>discuss and dramatise safety rules about unsafe situations in the community</li> <li>present and display posters showing safety rules for using electrical appliances and sharp objects</li> <li>identify and list some traditional and modern ways of treating stings or bites from plants, insects and animals</li> <li>role play appropriate actions to apply before, during and after a natural hazard</li> <li>present in an essay safe and appropriate ways to deal with violence in the community</li> <li>listen to a guest speaker and present ways to prevent individuals from different forms of harassment and bullying</li> </ol>	<p>Children could, for example:</p> <ol style="list-style-type: none"> <li>listen to and watch a community health worker demonstrate basic first aid techniques to stop bleeding and practise the techniques with a partner</li> <li>watch a DVD or a health worker simulate mouth to mouth resuscitation and draw labelled diagrams to explain the process</li> <li>conduct a survey of emergency situations in the community and list ways to prevent and deal with them</li> <li>create brochures to convey information about where to get help in emergency situations</li> <li>construct and present simple action plans for accidents and emergency situations in the community</li> <li>visit a clinic or a health centre in the community and make a list of simple first aid items available</li> </ol>

## Section: 4

# Glossary and References





## GLOSSARY

<b>addictive</b>	a substance is addictive if it can cause a person to have an uncontrollable urge to use it, regardless of its negative consequences
<b>adolescent</b>	a young person who has undergone puberty but who has not reached full maturity; a teenager
<b>aerobics</b>	strenuous exercises often performed to music that cause a marked temporary increase in respiration and heart rate
<b>antibiotics</b>	drugs used to treat infections caused by bacteria and other microorganisms
<b>apparatus</b>	equipment
<b>backstroke</b>	a swimming stroke performed on one's back, that uses alternating over arm strokes and a flutter kick
<b>balanced meal</b>	a nutritionally balanced meal that contains food from all 3 food groups (proteins, carbohydrates, vitamins), minerals and water
<b>ball-handling skills</b>	skills used in a range of ball games such as throwing, catching, fielding, dribbling, passing, striking, batting
<b>breaststroke</b>	a swimming stroke in which a person lies face down in the water and extends the arms in front of the head, then sweeps them both back laterally under the surface of the water while performing a frog kick
<b>bullying</b>	unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time and includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.
<b>circuit activities</b>	a fitness activity where cards are set out in a circuit showing simple exercises such as shuttle runs, star jumps and skipping with ropes. Small groups of children spend 2 to 3 minutes at each activity and then rotate to the next activity on a given signal; they complete all activities.
<b>communicable diseases</b>	any disease transmitted from one person or animal to another; also called a contagious disease. Sometimes quarantine is required to prevent the spread of the disease.
<b>community health</b>	refers to the health and well-being of individuals in a community and the community as a whole
<b>compassion</b>	the quality of being sympathetic and caring
<b>coordination</b>	individuals are said to show good coordination when they move easily and the sequence and timing of their actions are well controlled
<b>crawl</b>	a swimming stroke; arms are moved alternately overhead accompanied by a flutter kick
<b>diarrhoea</b>	excessive and frequent evacuation of watery faeces, usually indicating gastrointestinal distress or disorder

<b>dimensions of health</b>	health is a state of complete physical, mental, emotional and social well-being: the dimensions of health are physical health, mental health, emotional health and social health
<b>disease</b>	a pathological condition of a part, organ, or system resulting from various causes, such as infection, genetic defect, or environmental stress, and characterised by an identifiable group of signs or symptoms
<b>drug</b>	a substance which may have medicinal, intoxicating, performance enhancing or other effects when taken or put into a human body
<b>emergency</b>	a serious situation or occurrence that happens unexpectedly and demands immediate action
<b>emotional health</b>	a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life
<b>epidemic</b>	a rapid spread or increase in the occurrence of a disease affecting many persons at the same time, and spreading from person to person in a locality where the disease is not common
<b>excessive</b>	exceeding a normal, usual, reasonable, or proper limit
<b>fair play</b>	an attitude or way of thinking that is based on the principles of integrity, fairness, and respect for all participants in an activity
<b>fitness</b>	refers to the components of physical fitness that contribute to optimal health: the components are defined as cardiovascular fitness, flexibility, muscular endurance, and muscular strength
<b>flexibility</b>	the ability to move a joint through its full range of motion
<b>food groups</b>	any of the categories into which different foods may be placed according to the type of nourishment they supply. In Vanuatu at this level we use three categories: food for growth, food for energy and food for protection.
<b>harassment</b>	a form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are offensive, inappropriate, intimidating, and hostile.
<b>health products</b>	products used to keep people healthy such as soap, tooth paste, tooth brushes, deodorant, washing powder
<b>health services</b>	services dedicated to health care such as chemists (also known as pharmacies, drug stores), aid posts, medical clinics, hospitals, dental surgeries and relevant NGOs
<b>health workers</b>	people who work in the health services such as chemists, nurses, doctors and dentists
<b>hygiene</b>	refers to the set of practices perceived by a community to be associated with the preservation of health and healthy living
<b>illness</b>	poor health resulting from disease of the body or mind

<b>immunizations</b>	vaccines administered as a precaution against contracting particular diseases
<b>impairment</b>	any abnormality of, partial or complete loss of, or loss of the function of, a body part, organ, or system
<b>influenza</b>	an acute contagious viral infection characterised by inflammation of the respiratory tract, fever, chills and muscular pain; often referred to as flu
<b>junk food</b>	an informal term for food that is of little nutritional value and often high in fat, sugar, and calories
<b>locomotor movements</b>	the range of movements that can be used to make the body travel e.g. run, skip, roll, leap
<b>malaria</b>	a serious infectious disease spread by certain mosquitoes. It is most common in tropical climates and it is characterised by recurrent symptoms of chills, fever, and an enlarged spleen. The disease can be treated with medication, but it often recurs.
<b>malnutrition</b>	the condition that develops when the body does not get the right amount of vitamins, minerals, and other nutrients it needs to maintain healthy tissues and organ function
<b>manipulative skills</b>	motor skills involving objects such as sporting equipment like bats and balls
<b>medicine</b>	any drug or remedy
<b>mental health</b>	all aspects of a person's well-being that affect his or her emotions, learning, and behaviour. It is important to note that mental health is not merely the absence of mental illness.
<b>modified sports</b>	sports or games that have been altered from their traditional or formal structure to allow for maximum participation by all players, often through changes to the rules or equipment
<b>mouth to mouth resuscitation</b>	a technique used to resuscitate a person who has stopped breathing, in which the rescuer presses his or her mouth against the mouth of the victim and, allowing for passive exhalation, forces air into the lungs at intervals of several seconds
<b>movement sequences</b>	a combination of movements combined together such as a hop, skip and jump or a series of fielding techniques
<b>NGO</b>	Non-Government Organisation
<b>non-communicable diseases</b>	a medical condition or disease which by definition is non-infectious and cannot be transmitted from person to person
<b>non-locomotor movements</b>	the range of movements that can be performed that do not result in the body travelling, such as a twist, stretch or punch. These skills can be combined with locomotor skills.



<b>nutrition</b>	describes nourishment or energy that is obtained from consuming the right balance of foods
<b>obesity</b>	a medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on health, leading to reduced life expectancy and/or increased health problems
<b>obstacle course</b>	a training course filled with obstacles, that you have to crawl under and/or climb or step over
<b>pain killers</b>	medicines used to reduce pain such as Panadol
<b>physical activity</b>	any activity which requires movement of the body that substantially increases energy use
<b>physical health</b>	all aspects of a person's well-being that affect his or her body and bodily functions
<b>pivoting</b>	when a netball player keeps one foot on the ground and swivels on it to point in a different direction
<b>precision</b>	accuracy
<b>puberty</b>	is a normal phase of development that occurs when a child's body changes into an adult body and makes reproduction possible
<b>reliability</b>	the quality of being able to be relied upon or trusted
<b>reproductive system</b>	a system of organs within an organism which work together for the purpose of reproduction
<b>self-esteem</b>	sense of personal worth and ability that is fundamental to an individual's identity
<b>simulation</b>	the act of mimicking an actual or probable real life condition, event, or situation in order to develop appropriate ways of responding
<b>social health</b>	how we interact with people in areas around us. This can affect our physical, mental, emotional and spiritual health. If you are socially healthy, you can make friends easily and work with people together in a group.
<b>diabetes</b>	is a condition that occurs when the body cannot use glucose (a type of sugar) normally. Glucose is the main source of energy for the body's cells. The levels of glucose in the blood are controlled by a hormone called insulin, which is made by the pancreas. In diabetes, the pancreas does not make enough insulin (type 1 diabetes); or the body cannot respond normally to the insulin that is made (type 2 diabetes). This causes glucose levels in the blood to rise, leading to symptoms such as increased urination, extreme thirst, and unexplained weight loss.
<b>toddler</b>	a toddler is a child between the ages of one and three; the toddler years are a time of great cognitive, emotional and social development
<b>transmission</b>	the transfer, as of a disease, from one person to another
<b>vaccination</b>	injection of a killed microbe in order to stimulate the immune system against the microbe, thereby preventing disease

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