

VANUATU EARLY LEARNING AND DEVELOPMENT STANDARDS



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It is the belief of the people of Vanuatu that our children are the product of our past, the hope of our present and the future of our nation. Through planned early childhood development and early childhood education programs the nation's children can be empowered, supported and prepared to be fully participative citizens of their country and their world.

The following is the vision, or dream, for the children of Vanuatu:

- All children aged 0 – 8 years will achieve their full developmental potential, will be healthy, well nourished and safe, and will be prepared for achieving success in school and in life.
- All children will have equal access to resources, support and learning through educational and health programmes.

This vision underlies the Vanuatu Early Learning and Developmental Standards written for children aged 3 – 6 years. It is anticipated that these Standards will form the basis for early childhood education curriculum development and further development of Vanuatu Early Childhood Care & Education Policy.

The Vanuatu Early Learning Standards were developed in a series of workshops under the leadership of the Vanuatu National Early Childhood Coordinator. Participants included the Early Childhood Education Provincial Coordinators, Early Childhood Education Key Teachers from Port Vila and Luganville, the President of the Vanuatu Early Childhood Association (VEJA) and three Volunteer Service Abroad volunteers working with VEJA, and Various NGOs interested in the developmental needs of children. The Standards were reviewed by relevant experts in the areas of health, curriculum unit, MoE statistic, and the Early Childhood ELDS steering committee.



We do have something to smile about..... just checking out the indicators!

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Area of Learning and Development 1	Physical Development; Motor Development; Health and Well-being	
Sub Area 1A	Fine motor skills	
Standards:	(1)Children use their small finger muscles in a controlled fashion. (2)Children coordinate their hand/eye movements in order to complete a task.	
	Indicators: The child:	Learning Activities: Children have opportunities:
1st stage 3–4 years 1A1.	1. Makes marks with crayons, charcoal, chalk and sticks.	- To use crayons, charcoal, chalk, paper, cardboard, blackboard, or slates for drawing activities. - To draw using sticks in wet and dry sand.
	2. Threads stiff fibers through holes.	-To use fishing string or coconut fronds, and objects such as flowers, leaves, seeds, coral, bamboo with holes for threading activities.
	3.Builds using different sized blocks	-To play with a variety of blocks.
	4. Uses fingers to work with materials from the natural environment.	-To glue materials such as seeds, flowers, leafs, sticks, wood, bark, sand, and coral onto leaves or cardboard. -To play with play dough, clay, or grated manioc. -To play with sand and water.
	5. Moves each finger independently of other fingers.	-To do finger plays and actions to songs. -To play with molding materials (play dough, clay, wet sand)
	6.Begins to cut with scissors	-To cut leaves, paper, play dough.

2nd stage 4 -5 years 1A2.		
	1. Threads flexible fibers through holes.	-To thread string or wool or natural fibers through holes in card to make pictures or patterns.
	2. Uses scissors to cut with correct finger grip	-To cut leaves, paper using fingers through finger holes.
	3. Fastens and unfastens buttons.	-To practice their buttoning skills using different materials with buttonholes and buttons of various sizes.
	4. Screws and unscrews tops on bottles and jars.	-To practice screwing and unscrewing tops on a variety of screw top jars and bottles.
.3rd stage 5-6 years 1A3.	1. Uses scissors to cut with control.	-To cut with scissors along lines e.g. Around pictures in magazines, around pictures and shapes drawn by themselves or others.
	2. Makes patterns using flexible fibres.	-To make pictures with string or rubber bands wound around nails hammered into boards. -To use string, wool, or natural fibers wound around pieces of wood or sticks to create patterns.
	3. Draws using a pencil grip.	To draw lines, circles and squiggles using pencils or markers on paper, or thin sticks on wet sand. -To trace around objects with pencils or sticks onto paper or wet sand. Objects could be blocks of different shapes and sizes, or stones, leaves or shells.



Using the environment we can make beautiful pictures.

Area of Learning and Development 1	Physical Development; Motor Development; Health and Well-being	
Sub Area 1B	Large motor skills	
Standard:	Children use their large muscles in a variety of ways.	
	Indicators: The Child:	Learning Activities: Children have opportunities:
1st stage 3–4 years 1B1.	1. Walks, runs and jumps.	-To play outside where they can move freely. -To play circle games. -To play games to music or clapping of hands. -To participate in races.
	2. Climbs.	-To climb trees, coconut trunks, onto a platform, on a jungle gym, up a ladder.
	3. Slides.	-To slide on a flat timber, the back of a coconut branch, using a Christmas tree pod or a palm tree trunk.
	4. Pushes, pulls, drags, rolls and lifts objects.	-To push, pull, drag, roll and lift using things like wheels, hoops, logs, drums,

		ropes, a wheelbarrow, and carts etc.
	5. Throws and rolls an object.	-To play games in which they throw and roll objects such as balls, coconuts, across a space and/or to each other
	5. Digs.	-To dig in a sandpit or beach with spades and shovels made from bamboo or plastic. -To dig in a garden.
2nd stage 4–5 years 1B2.	1. Moves body and limbs with purpose.	-to move in a variety of ways (eg. like the wind, fast, slow). -to act out the movements when used in stories. -to make up movements to imitate birds, fish and animals.
	2. Balances using whole body.	-To walk on a piece of timber or plank; on a coconut trunk; on a tyre; on a rope; on coconut shells and a rope; on a line drawn with chalk on the footpath or a stick in the sand.
	3. Balances objects.	-To balance objects in their hands or on their heads. -To participate in racing and relay activities including egg and spoon races, and moving water from one container to another using a cup or bottle.
	4. Swings using whole body.	-To swing sitting or standing on a swing made from a piece of wood and a rope; or a tyre and a rope.
	5. Kicks an object.	-To play with objects they can kick such as balls, seeds, balloons, coconuts.
	6. Catches an object.	-To catch objects of various sizes thrown by adults or children such as balls, balloons or natural objects.
	7. Hops on one leg.	-To practice hopping on one leg then other.
3rd stage	1. Skips.	-To play circle games and statue games. -To participate in races that includes skipping.

5–6 years 1B3.	2. Does a forward roll.	-To roll forwards curled up like a ball with assistance from an adult if necessary.
	3. Swings using upper body strength.	-To hang and swing from a rope with knots; branches of trees; or from monkey bars.
	4. Bounces and hits objects.	-To play with objects such as big and small balls, seed or sand bags. -To hit round objects with bats/sticks in individual and group play
	5. Moves forwards, backwards and sideways, adjusts speed, changes direction and stops	-To play group games, games with music, and tag.
	6. Bends their body and changes body shape.	-To move to music, dance, play statue games and Simon says. -To form the shapes of letters and numbers using their bodies. -To imitate the shape and movement of animals and birds, eg fly like a butterfly.



Children learn so much while playing in the sand pit.

Area of Learning and Development 1	Physical Development; Motor Development; Health and Well-being	
Sub Area 1C	Sensory motor skills	
Standard:	Children explore the world using their five senses, and use words to describe the different things they hear, see, smell, taste and touch.	
	Indicators: The Child:	Learning Activities: Children have opportunities:
1st stage 3–4 years 1C1.	1. Explores properties of water and sand.	-To play in both wet and dry sand using a variety of equipment. -To play with water using a variety of containers. -To play in the water.

		<p>-To wash clothes and dishes.</p> <p>-To make and blow bubbles.</p>
	2. Sees things and points to where they are.	<p>-To look around in a variety of environments and point to things they can see.</p> <p>-To play games which involve pointing at things or people.</p>
	3. Listens to sounds and points to where the sounds are coming from.	-To hear a variety of sounds in the environment and point to the source of sounds, e.g. A dog barking, birds chirping.
	4. Indicates that they can tell the difference between different textures and temperatures by touch.	<p>-To feel objects under a piece of cloth and identify the objects' attributes by touch.</p> <p>-To predict what the attributes of objects will be before touching them.</p> <p>-To touch objects which are hot and cold, wet and dry.</p> <p>-To feel and describe different objects inside a feely bag or box.</p> <p>-To find two things which feel the same and two which feel different in a feely bag.</p>
	5. Indicates that they can tell the difference between tastes.	<p>-To taste a variety of substances.</p> <p>-To taste something and say whether it is sweet or sour, hot or cold.</p>
	6. Indicates that they can tell the difference between smells.	-To smell the scents of a variety of plants, flowers, food, and talk about which are the same and which are different.
2nd stage 4-5 years	1. Looks at and identifies things which are close up and which are far away.	-To look at things in the distance and describe them, then to look at things which are close up and describe them.

1C2.	2. Identifies things which are rough and smooth; hard and soft; thick or thin.	-To sort a variety of objects according to whether they are rough or smooth; hard or soft; thick or thin.
	3. Listens to different sounds and says which is the same and which is different.	-To hear sounds some of which are the same and some of which are different when containers are shaken. -To listen to and imitate sounds made by a leader.
	4. Smells a variety of smells and identifies which are the same and which are different while blindfolded.	-To walk in the bush or on the beach and talk about different smells. -To name different kinds of smell – lemon, vinegar, Vicks, onion, frangipani, garlic etc. whilst blindfolded.
3rd stage 5–6 years		
1C3.	1. Identifies different sounds they hear.	-To copy sounds they hear around them in the community and name them. -To listen to sounds when blindfolded e.g. a piece of paper being torn. -To play games such as “I hear with my little ear”. -To close their eyes while sitting at mat time and listen to the sounds they can hear, both inside and outside. -To walk in the bush, on the beach, near a road, or a nakamal and hear different sounds, e.g. birds, leaves, water, trucks. -To draw what they hear.
	2. Indicates whether a sound is loud or soft, high or low.	-To say whether one sound is higher or lower than another when glass bottles or jars are filled with water to different levels and hit. -To experiment with the sounds made by

		<p>hitting bottles or jars filled with water to different levels.</p> <p>-To experiment with sounds on a bamboo tam tam.</p> <p>-To listen to loud and soft sounds and high and low sounds made by hitting empty tins.</p>
	3. Identifies food by taste.	<p>-To taste substances whilst blindfolded and name what is given to them e.g. Milo, sugar, salt, lemon tomato sauce, pawpaw, peanut butter, banana, cooked yam, taro, manioc etc.</p>



Children develop their large muscles while enjoying the swing!

Area of Learning and Development 1	Physical Development; Motor Development; Health and Well-being	
Sub Area 1D	Health and well-being	
Standards:	<p>(1)Children follow simple rules of hygiene.</p> <p>(2)Children identify and follow rules for good nutrition.</p> <p>(3)Children identify what their body needs to stay healthy.</p> <p>(4)Children keep themselves safe and feel safe and protected in their environment.</p>	
	Indicators: The Child:	Learning Activities: Children have opportunities:
1st stage 3–4 years 1D1.	1. Identifies clean drinking water.	- To follow routines which help them identify safe drinking water such as filling drinking bottles from a particular water tank or tap.
	2. Follows simple rules of hygiene when instructed.	<p>-To look at posters of hygiene rules in kindi and talk about them.</p> <p>-To hear simple rules of hygiene and be helped to follow them.</p> <p>Such as:</p> <p>-Wash your hands before eating and after going to the toilet;</p> <p>-Blow your nose in a hygienic way;</p> <p>-Clean your teeth every day;</p> <p>-Brush your hair every day;</p> <p>-Do not spit;</p> <p>-Cover your mouth when you cough;</p> <p>-Cover sores with a plaster;</p>
	3. Uses the toilet correctly,	- To use toilet facilities and wash their

	washes hands after using the toilet and before eating.	hands in running water and soap. -To learn routines for hand washing through, storytelling, songs and role play.
	4. Indicates their bodily needs at a particular time.	-To hear others talk at group time about how it feels to be thirsty, tired or hungry and learn the words to identify these feelings. -To listen to and role play stories about being thirsty, hungry or tired.
	5. Indicates when they are not feeling well.	-To hear at group time about illness and how this can make them feel. -To have trusting relationships with the teacher and care givers.
	6. Uses tools such as knives and scissors in a safe manner.	-To learn about simple rules such as using tools while sitting down, and passing a knife or scissors safely by turning it handle first. -To learn about the safe use of tools by watching others prepare food.
2nd stage 4–5 years 1D2.	1. Identifies their different body parts.	-To sing songs such as Heads, Shoulders, Knees and Toes. -To play Simon Says games. -To play circle games.
	2. Blows their nose independently, in a hygienic way.	-To see and hear from their teacher and caregivers about how to blow their noses in a hygienic way. -To look at and talk about pictures showing how to blow your nose. -To use tissues or large leaves (eg. burao) for blowing their noses on and have places to safely dispose of the tissue or leaves.
	3. Combs their hair.	-To talk about how to brush hair with teacher and caregivers.

		<ul style="list-style-type: none"> -To sing songs about hair brushing. -To role play hair brushing. -To act out hair brushing in the dramatic play corner.
	4. Brushes their teeth.	<ul style="list-style-type: none"> -To talk about how to brush teeth with teacher and caregivers. -To look at and talk about pictures showing how to brush teeth. -To sing songs about brushing teeth. -To role play brushing teeth. -To act out tooth brushing in the dramatic play corner.
3rd stage		
5–6 years		
1D3.	<p>1.Says why it is important to follow health and hygiene rules:</p> <p>(Hygiene rules see 1st stage)</p> <p>Examples of health rules:</p> <ul style="list-style-type: none"> -Have regular rest and fresh air; -Protect yourself from mosquitoes; -Stay at home when you are not well e.g. when you have malaria, dengue fever, scabies, flu or a continuous runny nose.) 	<ul style="list-style-type: none"> -To talk about rules of health and hygiene with care givers. -To listen to a health officer who has been invited to visit the children to talk about health and hygiene in simple terms. -To look at and talk about posters showing health and hygiene rules. -To watch Wan Smolbag DVDs about health and hygiene. -To listen to and retell stories about health and hygiene issues. -To sing songs - this will remind them about the rules of health and hygiene. -To role play the rules of health hygiene at mat time. -To play in a dramatic play corner which is equipped with props for acting out

		keeping self and others clean and healthy.
	2. Helps to keep others from harm.	-To talk about illness and to tell the teacher or caregiver if they think another child is not well or unhappy.
	3. Identifies danger in their environment, e.g. traffic, animals, fire, poisonous plants, strangers.	-To discuss dangers in the environment with teachers and caregivers and learn about simple ways to avoid danger. -To make posters which identify dangers.
	4. Follows simple instructions for their safety and knows what to do in an emergency.	-To have regular emergency drills according to disaster plans designed by teacher and community leaders.



This poster says"Givim plante janis long pikinini" see I can read!

Area of Learning and Development 2	Living and Learning Together
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Sub-Area of Learning and Development 2A:	Social Development	
Standard:	Children use the skills necessary for living and working in harmony/unity with other people at home and in the community.	
	Indicators: The Child:	Learning Activities: Children have opportunities:
1st stage 3-4 years 2A1.	1. Begins to follow rules regarding acceptable behavior and shows some understanding of what is not acceptable.	-To hear and be reminded of simple rules of behavior that they can keep e.g. "No throwing sand on other children."
	2. Follows and talks about daily routine in the kindi.	-To learn daily routines in a fun way using songs and play. -to talk about the daily routine they follow at home and at school.
	3.Says who is in their immediate family and where they are from	-to talk about their family -draw pictures of family -see maps of islands
	4. Chooses who they want to play with.	-to play with other children
2nd stage 4-5 years 2A2.	1. Shares and take turns often.	-To share food at snack time sometimes. -To be encouraged to take turns through play. -To participate in and watch role plays. -To listen to and retell stories about sharing and turn taking.
	2. Helps to make rules regarding acceptable behavior together with the teacher.	-To discuss simple rules of behavior with the teacher or care giver.
	3.Can say how they are	-make family trees

	related to extended family	-talk about things they do with family
	4. Develops friendships and relationships with other children.	-To play games which help build relationships and develop the ideas of turn taking and working together towards common goals.
	5. Takes pride in their work and appreciates someone else's work.	-to have their work displayed where they can see it, low on the wall, and to respect the work which is displayed on the wall. -To talk about their art to others. -To acknowledge others' work. -To have parents/caregivers acknowledge their work.
	6. Follows rules consistently/often.	-to play games with groups of children
	7. Identifies how to resolve problems in their play with other children.	to watch and hear problem solving processes being modeled by others.
3rd stage 5-6 years 2A3.		
	1. Helps others to follow rules.	-To participate in role plays about helping others to follow rules. -To remind others of rules.
	2. Resolves problems of social conflict in an appropriate and acceptable manner.	-To play games where children have to share and take turns. -To act out various conflicts in small groups. -To take responsibility for solving their own problems.
	3. Tells others if they do not like the way someone touches them	- stories and discussions about how to tell others

	<p>4. Works independently.</p>	<p>-To participate in activities and areas of play which allow for independent work, e.g. blocks, manipulative materials, dramatic play, art, outdoor play.</p> <p>-To become familiar with activities, thus gaining the confidence to work independently.</p>
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This is how my mother prepares cabbage for cooking.

<p>Area of Learning and development 2</p>	<p>Living and Learning Together</p>
<p>Sub Area 2B:</p>	<p>Emotional Development</p>

Standards:	(1)Children recognize and express their feelings. (2)Children display self-confidence and resilience (i.e. the ability to cope with situations).	
	Indicators: The Child:	Learning Activities: Children have opportunities:
1st stage 3-4 years 2B1.	1. Identifies the emotions of happiness and sadness.	-To draw happy and sad faces. -To make appropriate faces when asked.
	2. Responds to feelings conveyed in music and songs.	-To listen to music. -To sing songs which express different emotions. -To move to different types of music. -to practice dancing to happy, sad or angry music.
2nd stage 4-5 years 2B2.	1. Identifies the emotions of fear and surprise.	-To play games with an element of surprise, e.g. feely bag with unusual items. -To listen to stories which convey emotions. -To participate in role plays. -To experience different emotions felt whilst on excursions to beach, bush, cruise ships etc. and talk about these emotions.
	2.Expresses feelings openly.	-To discuss feelings openly with care givers. -To participate in art activities where they can express feelings. -To use musical instruments to express feelings, e.g. banging drums, tapping stones or sticks, rustling leaves.

	3. Separates from parents when they come to kindi without showing signs of anxiety.	<ul style="list-style-type: none"> -To talk about their feelings. -To talk about keeping safe at kindi. -To participate in a range of interesting activities from which they can choose. -To act out stories to express feelings.
3rd stage 5-6 years 2B3.	1. Begins to control own feelings.	<ul style="list-style-type: none"> -To listen to stories about negative feelings. -To play in groups. -To express their feelings in art work. -To participate in discussions about negative feelings.
	2. Recognizes own feelings and respects those of others.	<ul style="list-style-type: none"> -To listen to stories about different feelings. -To participate in or watch role plays about different feelings. -To try out different facial expressions in the mirror. -To talk about how other children feel. -To listen to the teacher talking about expressing feelings eg. happiness, sadness, and anger and then expressing these feelings in art work
	3. Knows difference between fantasy and reality.	<ul style="list-style-type: none"> -To tell stories about things that has happened in their day to day lives. -To tell and read stories about things which are real and imaginary. (Care giver asks: "Do you think this really happened?") -To play in a dramatic play corner with props for pretend games
	4. Displays self-confidence through play and interactions	<ul style="list-style-type: none"> -To play games, sing songs, dance to

	with others.	music. -To choose what, how and where to play. -To choose who to play with some of the time as well as working with a group. -To receive praise for a job well done.
	5. Indicates enjoyment when playing alone or with others.	-To play teacher organized group activities and games. -To play in informal groups. -To play by themselves

Area of Learning and Development 3	Spiritual and Character Development	
Sub Area 3A	Religious Practices	
Standard:	Children show respect and tolerance for the religious beliefs of the community in which they live.	
	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 3A1.	1. Listens to religious practices such as devotions, grace and songs.	-to take part in regular devotions, grace and songs. -for regular involvement and links with Children's Ministry, Sunday School, Sabbath School.
	2. Takes part in the celebration of special events in their religion.	-to make art work with a theme for special events, such as making cards and decorations. -to attend celebrations. -to listen to discussions about special events.

	3. Listens to and shows some understanding of a variety of religious stories.	<ul style="list-style-type: none"> -to hear a variety of stories and books based on religious beliefs. -to hear stories told through felt stories, CDs and DVDs. -to act out stories. -to draw parts of the stories that interest them.
2nd stage 4-5 years 3A2.	1. Joins in saying devotions, grace and singing songs.	<ul style="list-style-type: none"> -to volunteer to choose the daily reading, grace and songs. -to be part of a group saying devotions, grace and joining in singing.
	2. Talks about how special events are celebrated.	<ul style="list-style-type: none"> -to share what they think about special events in a group. -to practice telling the stories which go with special events.
	3. Begins to retell religious stories.	<ul style="list-style-type: none"> -to retell religious stories in their own words. -to make simple books of religious stories. -to use sequence cards to retell stories. -to use objects (sticks, sand etc) to help them to retell stories.
3rd stage 5-6 years 3A3.	1. Leads devotions, grace and singing of songs with confidence.	<ul style="list-style-type: none"> -to stand up in front of group. -to make up and say their own prayers. -to lead the group in singing of songs. -to say grace before food.
	2. Shows their understanding of religious stories and special events through art.	<ul style="list-style-type: none"> -to draw, paint, and collage. -to talk about their art and the stories and events.

	<p>3. Acts out special events and religious stories for others.</p>	<p>-to put on a play for others (children or adults) telling a religious story.</p> <p>-to dramatize special events for others (e.g. another group of children or their parents).</p>
	<p>4. Shows tolerance for other people's religious beliefs</p>	<p>-to hear about the ways people from other religions celebrate special events</p> <p>To hear stories from other religions</p>



My girl this is how you peel a kumara.

<p>Area of Learning and Development 3</p>	<p>Spiritual and Character Development</p>
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Sub Area 3B	Custom and Community Values	
Standard:	Children can identify and follow values which are appropriate in their community.	
	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 3B1.	1. Listens to simple explanations of what each value means (honesty, obedience, trust, love, unity, responsibility, patience).	<ul style="list-style-type: none"> -to hear about one value at a time in depth. -to see and hear role plays about each value. -to hear the words for values used as part of daily conversations. -to hear stories and talk about desired values. -to see posters illustrating each value. -to see adults model each value in their daily lives.
	2. Shows a willingness to help others.	<ul style="list-style-type: none"> -to collect firewood. -to help tidy up.
	3. Shows respect for others, for property and places.	<ul style="list-style-type: none"> -to hear customs stories about family lines, family clans, boundaries. -to go for walks and explore boundaries (of land). -To listen quietly while others talk. -To wait for their turn to speak. -To show they are listening by looking at the child who is talking. -To say Please and Thank you.
	4. Shows obedience by following rules and the	<ul style="list-style-type: none"> -to participate in routines and to listen to what the teacher is saying.

	instructions of adults.	
2nd stage 4-5 years 3B2.	1. Shows love and unity by doing things together.	-to ask other children to join a group, to share toys, to be part of a game. -to play group games where people have to work together
	2. Shows a caring attitude.	-to work in the yard. -to look out for younger children. -to work in the garden. -to notice if another child is upset and to comfort that child.
3rd stage 5-6 years 3B3.	1. Contributes to community wellbeing.	-to help build fires. -to help clean around the yard or house. -to cook, share snacks, clean up, pray together.
	2. Shows honesty by admitting when they do something wrong.	-to own up to their misdeeds. -to talk about simple consequences.
	3. Shows responsibility for others.	-to help other members of family and community. -to help a younger child to achieve things Eg. open snack, put on clothes, and get a drink. -to visit older community members in the village, help them with daily tasks, e.g. sweeping, collecting firewood, weeding. -to pick up their own belongings. -to follow instructions through games.
	4. Demonstrates respect for community custom.	-to see namele leaves as a sign of taboo. -to learn about customary ways such as calling or whistling to indicate presence; bending at waist when passing in front of

		older people; serving older people first.
	5. Shows unity through understanding of special ceremonies.	-to attend ceremonies such as reconciliation, circumcision. -to talk about reasons behind ceremonies.
	6. Shows patience by waiting for their turn in activities or routines.	-to experience consistent routines at home, in the communities and during kindy sessions. -to learn to wait for their turn through having their teacher talk to them, give them a place to sit or write names on a list of who is next.
	7. Tells you in simple terms what the values mean.	-to discuss the meanings of the values and how they can practice each value. -to make posters for each value.



Children are familiar with the stories in the vernacular story books, so they can retell the stories.

Area of Learning and Development 4	Language
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Sub Area 4A		Listening
Standard:		Children listen and respond appropriately to people around them
	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 4A1.	1. Listens to favorite songs and stories	-to hear lots of songs and stories.
	2. Follows simple 2 step instructions	-to be involved in 'put away time' so that they learn to follow simple instructions, e.g. 'Go and get your bag and find your food.' -to repeat instructions they have been given. -to follow simple instructions in the form of a game.
	3. Listens to others talking (teachers, adults, children).	-to be involved in small and large group times talking, reading and singing. -to listen to other children sharing their news at mat time.
2nd stage 4-5 years 4A2.	1. Follows 3 step instructions	-to follow instructions with three steps in everyday situations, e.g. "Go and wash your hands, get your lunch and sit down to eat."
	2. Joins in rhyming songs and poems	-to hear a lot of poems, songs and stories which use rhyming words.
	3. Listens to a variety of media.	-to hear a variety of music, stories, tapes of people talking etc. on radio, CD, DVD or computer. -to see and hear plays or puppet shows in local schools or communities

3rd stage 5-6 years 4A3.	1. Follows four step instructions	-to follow instructions with four steps eg: go inside, get your book, sit down and open the book.
	2. Listens to and recognizes rhyming words said out loud.	-to hear plenty of rhyming words in books and poems, sing songs with rhyming words. -to play with rhyming games and cards. -to hear matching rhyming words e.g. Hat/bat/cat. -to think of words that rhyme with words an adult says.
	3. Identifies the sounds of some individual letters.	-to hear the sounds of letters in the beginning of children's names, and simple words. -to collect objects that start with the same sound and repeat the exercise with a different sound.
	4 .Listens and concentrates for up to fifteen minutes	-to listen to books and stories which gradually increase in length and complexity. -to listen to discussions about topics and objects of interest.

Area of Learning and Development	Language
Sub Area 4B	Communication
Standard:	Children communicate freely and clearly with family, peers, teachers and other adults in the language of the community in which they live e.g. vernacular language and/or Bislama.

	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 4B1.	1. Uses body language and gestures to communicate.	-to see gestures used naturally in conversations and while adults tell stories. -to hear verbal interpretations of their gestures e.g. Child points to shelf, "Do you want the game from the top shelf?"
	2. Learns new words.	-to talk and sing with adults, hearing new words and copying them. -to hear new words modeled by other children and adults when groups discuss a wide variety of events and interests. -to experience new things and hear new words
	3. Says their own and others' names.	-to hear children's names being used. -to use other children's names when talking and playing games.
	4. Uses words in simple sentences.	-to play in a dramatic corner with props which encourage them to talk to others while imitating real life situations. -to play independently for a period of time in activities. e.g. creative arts, sand or water play with buckets, cups, small sticks etc.
	5. Joins in saying of poems, rhymes and songs.	-to sing, chant and say rhymes, poems and songs regularly.
2nd stage 4-5 years 4B2.	1. Uses a wide range of vocabulary including color names, names of objects in the classroom and in the environment.	-to play lotto, shape and snake games where they use words to describe pictures. -to talk about what they can see around them.

	2. Answers simple questions	<p>-to hear adults model how to ask questions.</p> <p>-to answer questions about stories at story telling time.</p> <p>-to respond to questions about self, family, home and play.</p>
	3. Talks about what is happening in a picture.	<p>-to talk about pictures and posters with adults using questions which encourage them to make predictions and use their imaginations.</p> <p>-to talk about their own drawings and paintings.</p>
	4. Talks about what is happening in their lives.	<p>-to talk about their day or something that has happened at morning news time.</p> <p>-to use puppets in everyday play and at mat times to help them talk about things.</p> <p>-To share their views on a topic.</p> <p>-To talk about anything they did or saw at home, in the community, at the beach etc. at news time.</p> <p>-To talk about things with their care givers.</p>
3rd stage 5-6 years 4B3.	1. Joins in conversation with other children and adults.	<p>-to talk in small and large groups (mat times) about daily happenings, news and special events.</p> <p>-to go on walks around the community, bush and sea, with adults, to talk about what they can see, hear, smell, taste and touch.</p> <p>-to be asked questions and have to think about a variety of answers.</p> <p>-to take part in independent play activities which encourage small group interaction.</p>
	2. Asks questions to gain	-to be involved in different experiences

	information	and opportunities to find out new things. -to work in small groups. -to have a science/nature corner which encourages them to ask “How” and “Why” questions about the items on display. -to see their questions and responses written for others to see.



Malampa children on Kindy Dei doing a hula dance.....something like that!



Bbbbbbb.....forbanana!

Area of Learning and Development 4	Language	
Sub Area 4C	Literacy	
Standard:	Children use the skills necessary for learning to read and write.	
	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 4C1.	1. Develops an interest in books.	-to hear stories being read from a wide variety of books in vernacular and/or Bislama. -to independently access books in vernacular language and/or Bislama.
	2. Listens to and joins in with book reading	-to hear favorite books read often. -to be able to join in with repetitive, particularly

		expressive or exciting sections of books.
	3.Pretends to write using scribbles	-to access a literacy corner containing pens, pencils, crayons, paints, paper, name cards, scissors independently.
	4.Handles books carefully	-to see the modelling of correct handling of books.
2nd stage 4-5 years 4C2.	1. Recognizes own and others' names when written.	-to find their name cards in the classroom. -to find their own and other children's names on attendance lists on the walls. -to use named hooks for school bags.
	2. Uses pictures to help them tell a story.	-to tell stories using story sequence cards.
	3. Draws and paints pictures to convey meaning and talks about their pictures when asked.	-to take part in free drawing/painting/sand drawing activities and to tell the story about their pictures.
	4. Makes up and tells their stories.	-to make up their own stories and tells them using props. -to use finger and hand puppets to tell stories in play. -to use skills of mime to portray a story.
	5. Answers simple questions about a story	-to hear an adult read a story and then be asked to answer questions about it.
	6. Draws lines and circles.	-to make pictures by drawing around simple shapes (circles, squares, triangles, rectangles). -to make sand drawings. -to draw pictures of their family. -to have access to pens, pencils, chalk, slates, crayons, sticks, dirt/sand,

		charcoal.
3rd stage 5-6 years 4C3.	1.Names parts of a book	-to hear the naming of the parts of a book (pages, spine, front cover, back cover). -to independently explore books.
	2.Recognises which are words and which are pictures in books	to see adults point to words when reading from books with large print.
	3. Recognizes pictures and signs.	-to see displays of pictures and posters on the walls and to be able to talk about them with other children and adults. -to talk about pictures in books. -to see signs and labels on activity corners and objects and to talk about the signs and labels and what they mean.
	4. Points to words and asks what they mean.	-to see posters hanging on walls. -to see labels on objects.
	5. Recognizes some words and letters in books.	-to play word games with sounds, rhymes, letters and pictures. -to play games by matching pictures and words and by matching individual letters to words.
	6. Recognizes some words and letters in the environment.	-to see labels for interesting objects brought from bush, beach and home. -to talk about words in the environment which they see and point out, e.g. “Bus Stop”; the name of a school or church or shop; words in prominent advertisements such as “Digicel” or “Smile Refil”. -to recognize and identify symbols and words found in magazines and newspapers.
	7. Guesses what is going to happen next in a story.	- to hear a story and predict what will happen next.

		<p>-to talk about daily routines, “What will be next today?”</p> <p>-to talk about events coming up during the week.</p> <p>-to talk about, and see posters of, the days of the week, months of the year.</p>
	8. Writes their name.	<p>-to write their names on their pictures either on their own or when provided with name cards to copy.</p> <p>-to find and cut out letters to make their own name.</p>
	9. Writes some familiar letters.	<p>-to use a literacy area which contains pens, pencils, crayons, charcoal and paper; chalk and slates.</p> <p>-to use stones or sticks to draw pictures or letters on the ground/sand.</p> <p>-to write on leaves, bark and mushrooms.</p> <p>-to make letters using glue and sand.</p> <p>-to trace letters written by adults.</p> <p>-to cut letters out of newspapers/magazines, and stick them on paper, leaves, cardboard, wood, cloth or mats.</p>
	10. Writes during play.	<p>-to see adults modeling reading and writing in everyday situations e.g. writing notes, making shopping lists, using written recipes, calling the roll etc.</p> <p>-to access paper and pencils especially in dramatic play and block corners so they can write and draw to represent their thoughts and constructions. eg hospital, kitchen, store, gardening</p>



I don't have paper and crayon but I can write in the sand.

Area of Learning and Development 5	Cognitive Development	
Sub Area 5A	Inquiry and problem solving	
Standard:	Children use inquiry and problem solving skills in order to learn about the world around them and to resolve problems in everyday life.	
	Indicators: Child	Learning Activities: Children have opportunities
1st stage	1. Uses trial and error during play to find things out for themselves and solve	- to explore materials independently (either on own or in small groups).

3–4 years 5A1.	problems.	
	2. Makes their own choice about play activities.	-to choose where and how they play (dramatic, blocks, literacy, math, science, art, puzzles, sand, water, gross and fine motor play).
2nd stage 4-5 years 5A2.	1. Builds with a variety of materials.	-for creative exploration during play (sand, water, sticks, seed pods, shells, leaves, flowers, bamboo, coconut shells, scales etc).
	2. Explores and predicts cause and effect.	-to give their opinion and predict what will happen by talking in small groups. -to mix their own paint colors. What will happen if we mix blue and yellow? Red and yellow? -to mix water with sand. -to build towers in the block corner.
	3. Solves problems of construction by themselves.	-to have lots of time for construction activities in the block corner. -to construct using recycled packages, cardboard, glue, string etc.
3rd stage 5-6 years 5A3.	1.Thinks about an activity and does it	-to think about and plan an activity. -to complete an activity they have planned (having been given sufficient time for this to happen).
	2. Observes and gives their own opinion about things and happenings in the environment.	-to observe, investigate and discuss a variety of topics (family, sea life, beach, bush, animals, hygiene, nutrition etc) in large and small groups.
	3. Discusses and predicts what might happen when trying things in science and math experiments, using concepts such as	-to think about and contribute ideas. -to try out ideas independently. -to have access to a variety of materials

	floating/sinking, heavy/light, and measuring and counting.	for independent play -to have access to water and sand
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Use local materials to teach math concepts.

Area of Learning and Development 5		Cognitive Development
Sub Area 5B		Patterns and sequencing
Standard		Children recognize and make a variety of patterns and sequences.
	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 5B1.		
	1. Listens to, follows and imitates simple patterns they hear.	-to echo a pattern made by an adult, e.g. Clapping, slapping, stamping, and/or beating a drum. -to make up a sound pattern which other children then follow. -to play games of listening to animal sounds. -to play circle games e.g. Punchinello Funny Fellow.
2nd stage 4-5 years 5B2.		
	1. Makes patterns using a range of materials.	-to access a wide range of natural and recycled materials to make patterns independently (different shapes, sizes, colors and textures).
	2. Makes and draws own patterns.	-to access paper or sand on which to draw their own patterns. -to access pattern cards to copy and repeat patterns.
	3. Begins to sequence a variety of objects by size and length.	-to play independently with material of different sizes and lengths (shells, stones, bamboo, sticks). -to access equipment such as an abacus

		and bamboo serration game.
3rd stage	1. Sees and repeats patterns using a range of materials.	-to look for patterns in the environment such as weaving on houses, leaves on trees, sand on the beach.
5-6 years 5B3.	2. Sequences a variety of objects by size and length.	-to make own sequences using materials of different sizes and lengths (shells, stones, bamboo, sticks).



How many leaves have I got? Yes 4!

Area of Learning and Development 5	Cognitive Development	
Sub Area 5C	Number and measurement	
Standards	<p>(1)Children recognize and write numbers up to ten and count objects (with one to one correspondence) up to ten.</p> <p>(2)Children measure the length, quantity and weight of things using non-standard measuring tools (string, coconut sticks, bodies, hands, arms and coconut scales).</p>	
	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 5C1.	1. Joins in number songs and games.	-to hear songs, number rhymes, finger plays, stories which use numbers.
	2. Shows an interest in number.	-to hear about numbers and quantity during walks and outside play.
	3. Rote counts and sings numbers to ten.	-to see, hear and practice counting during play activities.
	4. Independently explores weight, quantity and measurement using natural materials.	-to access water, sand and equipment (coconuts, shells, seed pods, etc) so that they can explore measuring and weighing independently.
2nd stage 4-5 years 5C2.	1. Counts to five matching one object to each number.	-to count a wide variety of objects.
	2. Uses number names during play.	-to put themselves into groups of different sizes.
	3. Recognizes groups with 1,2 and 3 objects.	-to act out number stories, songs and poems. -to find single, pairs and small groups of objects.
	4. Measures and uses language for the concepts of	-to play with water and sand using

	'full' and 'empty'.	containers. -to talk about when containers are 'full' and when they are 'empty'.
3rd stage 5-6 years 5C3.	1. Counts to ten matching one object to each number.	-to explore numbers with games such as dominoes, bingo, matching cards using number names, symbols and pictures. -to count a wide variety of objects.
	2. Uses words for weight, quantity and measurement such as full/empty, heavy/light, taller/shorter, more/less.	-to point out differences in height, weight, length, size of different materials. -to use themselves as materials e.g. grouping themselves according to size, height and use the appropriate language.
	3. Estimates weight, quantity, measurement during play.	-to predict how many, how heavy, and how long, using different materials. E.g. "It will take 'x' number of cups of water to fill the bucket".
	4. Uses measurement for everyday purposes.	-to involve themselves in food preparation and cooking. -to make play dough from flour and salt or manioc using measuring tools.
	5. Recognizes, names and writes numerals up to ten.	-to use paper, slate, pencils, chalk and number cards to copy numbers displayed around the classroom. -to write numbers during play activities.
	6. Adds and subtracts up to ten using real objects.	-to use real objects to do simple addition and subtraction.



Let us build up! Who can build the tallest building? How many shells do we need?

Area of Learning and Development 5	Cognitive Development	
Sub Area 5D	Shape, space and color	
Standards:	(1)Children recognize and name shapes and colors. (2)Children understand about the space around them.	
	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 5D1.	1. Draws, paints and dyes using a range of colors.	-to access materials to draw, paint and dye. -to talk about colors as they play.
	2. Groups objects by color.	-to access a variety of colored objects

		<p>during play.</p> <p>-to talk about colors during play.</p> <p>-to recognize colors in their clothing – (e.g. when the teacher uses clothing colors to group children at mat time, or to send them to wash hands before eating.)</p> <p>-to play color matching games e.g. dominoes.</p> <p>-to put objects into groups by color.</p>
	3. Recognizes and finds shapes in the environment.	<p>-to collect natural materials of a variety of shapes (leaves, shells, sticks, seed pods).</p> <p>-to find matching shapes.</p>
	4. Groups objects by shape.	-to sort a variety of objects in sets inside circles drawn on the concrete or in sand.
	5. Matches shapes.	-to access games (dominoes, lotto, snake, matching, same and different) using shapes.
	6. Names basic shapes (square, circle, triangle, rectangle).	<p>-to hear shapes named and talked about.</p> <p>-to access cardboard shapes to play with independently.</p> <p>-to hear songs, rhymes, poems about shapes.</p>

2nd stage 4-5 years 5D2.	1. Fits shapes together.	-to play with shapes to form other shapes or pictures.
	2. Completes 4-5 piece puzzles.	-to access a variety of puzzles including those made from magazine pictures and children's drawings.
	3. Recognizes and names 3-5 colors.	<p>-to talk about colors and point out colors in stories.</p> <p>-to sing songs about colors e.g. about</p>

		<p>rainbows.</p> <p>-to draw a rainbow and name the colors.</p>
	4. Talks about different shapes.	<p>-to learn about differences between shapes as they play with shapes, dominoes and matching games etc.</p>
	5. Mixes colors to make other colors.	<p>-to explore what happens when you mix one color with another color when painting.</p>
	6. Finds their own space in which to play.	<p>-to find their own space to play in the open spaces provided by the teacher.</p>
	7. Participates in activities moving under, over and through.	<p>-to play freely in the obstacle course provided (inside or outside).</p>
	8. Follows directions related to space.	<p>-to follow specific instructions using the obstacle course 'go over the chair and under the table'.</p>
3rd stage	1. Finds their own space.	<p>-to move in space without touching each other when moving to music.</p>
	2. Compares shapes and sizes using natural materials.	<p>-to access block corner to use materials of a variety of shapes and sizes.</p> <p>-to talk about differences in shape and size in the environment.</p>
5-6 years 5D3.	3. Recognizes and names 5-8 colors.	<p>-to experience the wide variety of colors in the natural environment.</p> <p>-to mix paint and dyes to make new colors.</p>

Area of Learning and Development 5	Cognitive Development	
Sub Area 5E	Creativity	
Standard:	<p>Children have the confidence to express themselves through creative activities.</p> <p>Children can develop new ideas through art, music, drama and dance.</p>	
	Indicators:	Learning Activities:
	Child	Children have opportunities
1st stage 3-4 years 5E1.	1. Uses finger and hand puppets.	-to explore how they can use a variety of hand and finger puppets.
	2. Moves whole body to music.	-to hear a variety of music. -to participate in music lessons. -to access props such as ribbons, streamers, grass skirts, leaves.
	3. Uses different art materials.	-to access paper, pencils, paints, dyes, crayons, play dough, clay, glue, sand, water etc. to use independently.
2nd stage 4-5 years 5E2.	1. Moves parts of the body in time with music.	-to move to different types of music.
	2. Makes musical instruments from natural and recycled materials.	-to access materials to use to make instruments such as shakers, drums.
	3. Mixes natural materials for use in art work.	-to have enough space and materials. -to experiment with mixing natural materials.
	4. Joins in others' dramatic play experiences.	-to access props e.g. a nurse's stethoscope, fireman's hat, etc . -to develop scenarios with other children in their play.
	5. Make prints using stamps	- to use printing stamps made from local

		<p>materials such breadfruit, kumala etc with dyes and paints.</p> <p>-to make prints using body parts and local resources</p>
	6. Uses puppets in order to tell a short story.	-to access puppets and have an area to practice using them and make up plays.
3rd stage 5-6 years 5E3.	5. Uses natural and recycled materials to make models.	-to access space and materials for the making of models, working independently or in small groups.
	2. Makes up and acts out stories.	-to tell stories and act them out.
	3. Uses puppets, makes up their own story and uses appropriate voice and action.	<p>-to practice acting out stories with puppets.</p> <p>-to put on a puppet play for other children and adults.</p>
	4. Plays musical instruments.	<p>-to play a variety of musical instruments made from natural and recycled materials.</p> <p>-to play on manufactured instruments.</p>
	5. Makes puppets from a variety of materials.	-to use natural and recycled materials to make finger and hand puppets.



And what do people do when they hear the sound of the conch shell? Who uses the shell?
Are there different messages?

Area of learning and Development 6	Values, Custom, Culture and Environment	
Sub Area 6A	Custom story, song and dance	
Standard:	Children participate with confidence in custom story-telling, singing and dancing.	
	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 6A1.	1. Makes sounds using custom instruments and moves to the sounds.	-to explore custom instruments independently. (e.g. tam tam, shaker, custom dance seeds). -to copy the movements observed in custom dancing. -to access seeds, shells, sticks etc. to explore the making of sound.

		-to access and freely explore musical instruments.
	2. Listens to custom stories.	-to hear custom stories often. -to hear community members tell stories in the kindi.
	3. Joins in custom dance activities.	-to learn steps needed in dance. -to practice dances often. -to watch traditional dances in the village and the kindi. -to dress up in custom clothing
	4. Sings along with custom songs.	-to hear older people in the village singing custom songs. -to practice singing custom songs.
2nd stage 4-5 years 6A2.	1. Listens to and acts out traditional stories.	-to listen to one story at a time. -to act out a part in a story as the adult tells the story. -to hear about how the story, song and dance are connected together.
	2. Taps the beat of a traditional dance or song with rhythm.	-to practice the rhythm and beat of traditional songs and dances using a variety of instruments. -to listen to older people playing in the village.
	3. Retells traditional stories.	-to retell stories using sequence cards. -to access books based on traditional stories. -to talk about the stories.
3rd	1.sings traditional songs	-to sing often

stage		-To hear others sing
5-6 years	2. Sings and dances with confidence in a traditional dance.	-to put on a show for parents using story, song and dance.
6A3.	3. Retells a traditional story to others using their own words following the correct sequence of events.	-to dramatize stories in independent play. -to access objects for use in dramatizing stories.



Testing for age and content validation.

Area of Learning and Development 6		Values, Custom, Culture and Environment
Sub Area 6B		Custom food
Standard:		Children name, grow and prepare some local foods.
	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 6B1.	1. Names fruit and vegetables local to Vanuatu.	-to hear parents talk about what food they are using in cooking, and discuss fruit and vegetables growing in the garden. -to identify food they eat at home. -to hear stories about food and make up stories. -to bring fruit and vegetables to kindi. -to try many different fruit and vegetables, both raw and cooked.
	2. Names some different traditional meals.	-to try lots of different meals from the community.
	3. Pretends to prepare and cook food in dramatic play.	-to play in dramatic corner using props – pots, pans, papier mache or real fruit and vegetables, dishes, cloths, stove, firewood and stones.
2nd stage 4-5 years 6B2.	1. Joins in the preparation of local meals.	-to watch people from the community show how to prepare a dish. -to bring ingredients and have them prepare their own dishes (with help as needed).
	2. Talks about good healthy local food and says why it is good to eat.	-to make posters about healthy food. -to talk about healthy food in a group. -To talk about what food they like and do not like. -To describe the tastes they like and

		<p>dislike.</p> <ul style="list-style-type: none"> - To fill their body shapes, traced by the teacher, with pictures of food that makes them strong. -To do sorting/graphing activities using fruits, vegetables, good and bad food. -To make paper vegetables and fruit and play with them and utensils for dramatic play. -To have a healthy food picnic at kindi.
<p>3rd stage</p> <p>5-6 years</p> <p>6B3.</p>	<p>1. Prepares food at home and at kindi.</p>	<ul style="list-style-type: none"> -to help prepare food using tools and raw materials. -to see correct preparation techniques. -to prepare vegetables and cook for the class and/or community using harvest from the garden.
	<p>2. Talks about food eaten in different islands.</p>	<ul style="list-style-type: none"> -to see and hear demonstrations of how other villages or islands make their local food. -to talk about food and recipes from other islands.
	<p>3. Talks about how different fruits and vegetables grow.</p>	<ul style="list-style-type: none"> -to visit gardens in the community with the children. -to cut up fruit and vegetables and talk about the seeds inside. -to collect different kinds of seeds. -to hear stories about plants and how they grow.
	<p>4. Assists in growing vegetables.</p>	<ul style="list-style-type: none"> -to grow kumara, beans on science table. -to see the roots, new stems and leaves of the plants as they grow. -to prepare a garden to grow a selection of vegetables, to weed, water and harvest school garden.

Area of Learning and Development 6	Values, Custom, Culture and Environment	
Sub Area 6C	Custom art	
Standard:	Children participate in a variety of custom art forms and explain the stories behind them.	
	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 6C1.	1. Displays an interest in custom weaving, carving, sand drawing and string games.	-to watch their parents and others weaving. -to see examples of weaving and carving for children to handle, talk about and ask questions about. -to go to the beach, inside the nakamal, or in the sandpit to observe and hear the stories of some traditional sand drawings. -to observe string games.
	2. Joins in traditional weaving.	-to learn the basics of weaving using natural materials and/or strips of paper. -to access materials for weaving (pandanus, banana leaves, coconut leaves).
2nd stage 4-5 years 6C2.	1. Talks about the meaning of carvings.	-to bring carvings from home and talk about what they mean.
	2. Draws/paints pictures of simple carvings.	-to access carvings to copy onto paper, slate or in sand.
	3. Gains control of finger	-to play with lengths of string.

	string.	-to hear stories of string games.
3rd stage 5-6 years 6C3.	1. Carves using local materials.	-to practice carving using knife and breadfruit, pawpaw, banana, dry taro, play dough, clay.
	2. Makes and tells finger string stories.	-to practice making string stories. -to tell string game stories.
	2.weaves simple objects	- weave with a variety of materials



Getting ready to perform a custom dance on Kindy Dei!

Area of Learning and Development 6	Values, Custom, Culture and Environment
Sub Area 6D	Cultural ceremonies
Standard:	Children participate in cultural ceremonies in Vanuatu and talk about their significance.

	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 6D1.	1. Joins in appropriate cultural ceremonies.	-to be included in cultural ceremonies. -to recreate ceremonies in play using dramatic play props.
	2.recognises both national and provincial anthems	-to hear the national songs being played and sung.
2nd stage 4-5 years 6D2.	1. Recognizes and talks about different ceremonies in their own community.	-to watch ceremonies as they happen in the community. -to hear members of the community talk about what ceremonies mean for the community. -to attend exchange ceremonies. -to act out ceremonies.
	2. Tells others what different sounds of the conch shell, tamtam, bell and/or gong mean.	-to hear the different conch shell sounds used in a community. -to talk about what each sound means and how to respond.
	3. Joins in singing of the National and Provincial Anthems.	-to hear anthems with others regularly.
3rd stage 5-6 years 6D3.	1. Displays some understanding of the importance of ceremonies in their own community.	-to talk about the meaning of ceremonies at mat times in order to make sure they understand why they have them. -to attend ceremonies in their communities. -to participate in exchange ceremonies in their communities by exchanging mats, money, food, produce and pigs to honor weddings, deaths, circumcision and transfer of chiefly titles.

	2. Shows respect for people and cultures different to their own.	-to hear and talk about cultural ceremonies in other villages and islands. -to visit other villages or communities to participate in ceremonies.
	3.Sings National and Provincial anthems	-to hear and be encouraged to sing anthems regularly

Area of Learning and Development 6	Values, Custom, Culture and Environment	
Sub Area 6E	Environment	
Standards	(1)Children talk about features of their local environment and show some understanding of man’s relationship to the environment. (2)Children show some understanding about why a safe, clean environment is necessary.	
	Indicators: Child	Learning Activities: Children have opportunities
1st stage 3-4 years 6E1.	1. Helps to keep the kindi yard and classroom clean by picking up rubbish and putting equipment away safely.	-to have regular routines for tidying up. -to put rubbish and compost in allocated bins.
	2. Identifies natural features of the environment such as trees, rivers, beaches, hills, volcanoes.	-to go for walks in the local environment to see and hear about natural features. -to use blocks, wood, natural materials to create a model of their local environment.
2nd stage 4-5 years 6E2.		
	1. Explores the home environments of animals, birds, sea creatures and insects.	-to look for and observe animals, birds, sea creatures and insects in different locations. -to talk about what happens to creatures when they lose their homes.

		-to explore picture books and stories about creatures in the environment.
	2. Shows respect for environment.	-to look after their play area by keeping it safe, clean and tidy. -to talk about types of rubbish and what to do with it.
3rd stage 5-6 years 6E3.	1. talks about what a safe and healthy environment looks like, why we need to look after the environment, and how.	-to draw pictures and make posters about the environment. -to see posters about caring for the environment. -to watch a play or DVD about the environment (Wan Smolbag). -to hear about how rubbish disposal (burning and burying) can make you sick.
	2. Draws and talks about parts of their local environment.	-to access paper, pencils, sand, sticks for drawing. -to talk about their drawings.
	3. Tells traditional stories which support the environment.	-to hear members of the community tell traditional stories about caring for the environment. -to access props for acting out and telling stories.
	4. Looks after plants and animals in the environment.	-to have animals to look after. -to talk about how to care for them. -to sow flower and vegetable seeds, plant the seedlings in a garden. -to make a compost heap and use compost on the garden. -to make up stories about creatures in the environment. -to record numbers of creatures found in

		locations.
	5. Talks about consequences of man's actions on the environment.	<p>-to find examples of man's impact on the environment e.g. trees that have been burnt down, rubbish on beaches and on river banks, the burning of plastic rubbish.</p> <p>-to talk about what the children can see and what can be done about it.</p>



ELDS working team at Blue water Resort – are these the standards we want for our children?

