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# INTRODUCTION

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

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

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

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

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

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

**ATTAINMENT TARGETS**  
*Early Childhood*

The use of thematic approach in the ECE Curriculum will allow for the teaching of concepts and ideas from the various subject disciplines to be integrated. This will help to show the interconnections of all knowledge. In this way children are more likely to understand what they are learning. Themes may be expanded or changed at any point in time to fit the needs of the children being educated.

A pictorial representation of the theme cricket is included for your information.

# CURRICULUM WEB

## Cricket Lovely Cricket

- Listening and speaking activities
- Discussion on objects, equipment, gear, etc.
- Picture discussion
- Dictating sentences, stories
- Visual discrimination activities
- Expressing ideas; word recognition
- Auditory discrimination activities
- Story telling
- Matching pictures, letters, words
- Identifying rhyming words: pad-sad; bat-cat; etc.
- Concepts; in front, behind, up, down, etc.
- Vocabulary
- Dramatisation (Role Play)

- Values and attitudes: Team Spirit
- Responsibility: Turn Taking
- Problem Solving; co-operating working together
- Stories with morals - God made a beautiful world. God helps and protects us.

- Playing cricket
- Gross motor activities- running, jumping, skipping, hopping, catching, throwing.
- Coaching sessions

- Care of the body
- The daily Bath
- Healthy food for cricketers
- Importance of exercise and rest.
- Health habits
- Cooking experiences

- Countries where West Indian cricketers live: Past and Present
- Cricketers travel by air, sea, land.
- Duties of team players; participants, resource persons, etc.
- Field Trip experiences
- Equipment and gear
- Different feelings of people - e.g. cricketers, spectators, when a team wins or loses
- Positive attitudes of players
- Examining emblems
- Movement-push, pull - e.g. roller
- Weather and its effects
- Preparation of the pitch
- Experiments to discover properties of material e.g. bats, balls
- Floating and sinking experiences

- Number Recognition: Identifying numerals 1-6
- Counting activities
- Matching and sorting objects, pictures, etc. according to size, shape, colour, and texture.
- Matching to show one to one correspondence
- Estimating
- Measuring using standard and non-standard measures
- Weighing activities
- Making comparisons
- Making sets the same number/equal, more than/less than
- Shape: oval, rectangle
- Measuring: the distance a ball travels, pitch standard/non standard measures

- Observational and representational drawing using paintings, multimedia to make models of cricketers, cricket pitch etc, collages of equipment, mobiles.

- Songs about the theme - Moving parts of the body to the rhythm of music
- Listening to taped music e.g. calypso, dub, etc. Moving forward, Backward, high/low, Fast/Slow.
- Breathing exercises





**SOCIAL AND EMOTIONAL**

# NURSERY & RECEPTION: AGES 3 - 5 YEARS

## Engage in activities that develop social skills

*The pupil should be able to:*

- ▶ wait his/her turn; enter and leave classrooms in an orderly fashion;
- ▶ use polite expressions (e.g. excuse me, you are welcome, thank you);
- ▶ be able to articulate likes and dislikes.

## Engage in activities that help to foster self-control

*The pupil should be able to:*

- ▶ appropriately express and indicate fear, helplessness, anger, affection, excitement, enthusiasm, and disappointment;
- ▶ differentiate and identify negative and positive emotions in self and others;
- ▶ begin the process of learning how to cope with frustration;
- ▶ display some measure of honesty, fairness, curiosity, empathy;
- ▶ resolve conflict without fighting;
- ▶ show emotion when others are suffering; develop a sense of helping rather than hurting or neglecting.

## Develop planning and organisational skills

*The pupil should be able to:*

- ▶ integrate feeling and thinking with language; replace and complement that which can be expressed better in action, image, or body language;
- ▶ function as a member of a group: sharing, listening, taking turns, cooperating, negotiating disputes, being considerate and helpful;
- ▶ initiate interactions.

## Engage in activities that highlight the importance of the family

*The pupil should be able to:*

- ▶ recognise and appreciate family members – express a caring attitude, learn to say I love you;
- ▶ engage in simple responsibilities – dress self, put away toys, clothes, etc
- ▶ relate to siblings – sharing, taking turns, helping, caring;
- ▶ recognise approval and disapproval and respond appropriately.

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

*The pupil should be able to:*

- ▶ begin the process of appreciating and understanding similarities and differences (e.g. skin colour, physical disabilities);
- ▶ feel good about self; feel that he/she can succeed and experience some measure of success; develop a sense of trust in the school environment; recognise that adults in school can be helpful;
- ▶ express self in art, music games, dramatic play;
- ▶ recognise varied traditions and customs in our society;
- ▶ recognise authority which is clear, fair, deserving of respect;
- ▶ obey classroom and school rules;
- ▶ show curiosity about how and why things happen;
- ▶ explore the environment.





**ATTAINMENT TARGETS**

*Early Childhood*

communicating

*listening*

*E B*

reading

ARTS

**LANGUAGE**

## **NURSERY: AGES 3 - 4 YEARS**

### **Explore thoughts, ideas, feelings, and experiences orally**

*The pupil should be able to:*

- ▶ repeat what is said;
- ▶ read predictable picture texts;
- ▶ listen and respond to environmental sounds, tape-recorded sounds and music;
- ▶ repeat speech raining rhymes;
- ▶ read concept books and jingles;
- ▶ participate in choral speaking;
- ▶ develop a memory for text;
- ▶ read pictures orally;
- ▶ interpret pictures;
- ▶ explain the meaning of drawings;
- ▶ view and discuss age-appropriate educational videos;
- ▶ engage in conversation;
- ▶ initiate a simple conversation;
- ▶ take and deliver a simple message;
- ▶ participate in dramatic play;
- ▶ ask questions such as: “What?” “Why?” “How?”;

- ▶ use appropriate vocabulary in relation to specific situations;
- ▶ appreciate and interpret environmental sounds;
- ▶ request favourite stories and rhymes, etc.;
- ▶ show appreciation through the repetition of stories, rhymes, advertisements, etc.;
- ▶ participate in guided discussion;
- ▶ express thoughts intelligibly;
- ▶ speak Standard English with guidance.

### **Develop strategies for comprehending and responding to literary and media text**

*The pupil should be able to:*

- ▶ locate and pronounce some sight words;
- ▶ read predictable picture text;
- ▶ read concept books;
- ▶ interpret pictures;
- ▶ view and discuss age-appropriate educational videos.

### **Enhance auditory, visual perceptual skills, and memory**

*The pupil should be able to:*

- ▶ manipulate puzzles with varying degrees of difficulty;
- ▶ tell the theme of a text;
- ▶ listen to and complete accurately 2 or 3 formal instructions;
- ▶ listen and respond to environmental sounds, tape-recorded sounds and music;
- ▶ fit pegs into a peg-board;
- ▶ lace cards to make different patterns and for concept development; (in, out, around, through, etc.);
- ▶ match similar shapes and objects to facilitate left to right progressions;
- ▶ identify likenesses and differences in objects, shapes, letters and words;
- ▶ engage in visual recall activities.



**Develop social interaction skills while working with others**

*The pupil should be able to:*

- ▶ establish eye contact with a speaker
- ▶ listen attentively while others share personal experiences and stories
- ▶ listen and respond to others
- ▶ speak audibly (reports, news, special events, themes), to a varied audience;
- ▶ speak with rhythm, flow and melody;
- ▶ exhibit sharing behaviours
- ▶ listen while others speak (discussion, conversation);
- ▶ engage in group decision-making;
- ▶ engage in sharing behaviours; ("Please lend/pass," etc.)
- ▶ listen attentively to give an appropriate response;
- ▶ show sensitivity to the feelings of others;
- ▶ engage in dramatic play activities;
- ▶ complete a puzzle of 10-15 pieces;
- ▶ explain how to do or make things;
- ▶ discuss likenesses and differences in pictures.

**Enhance emergent literacy behaviours.**

*The pupil should be able to:*

- ▶ select reading material according to special interest;
- ▶ read and interpret environmental print;
- ▶ represent ideas by drawing and printing
- ▶ recognise print in various settings/ contexts;
- ▶ show enjoyment while being read to;
- ▶ listen and respond to oral patterning; (rhymes, predictable text)
- ▶ relate events in stories to own personal experiences
- ▶ retell a story; (verbally and through drawings)
- ▶ recognise that print has meaning;
- ▶ scribble and verbalize thoughts spontaneously;
- ▶ show a positive disposition to handling books;
- ▶ talk to others about own writing;
- ▶ dramatize stories;
- ▶ sequence 2 or 3 pictures to tell a story;
- ▶ dictate experiences to tell a story.
- ▶ recognise own name.

**Develop penmanship to communicate ideas in print.**

*The pupil should be able to:*

- ▶ grip writing tool (pencils, crayons, paintbrush) with moderate control;
- ▶ join up to 9 dots in sequence to form pictures;
- ▶ display writing-like behaviours;
- ▶ show left-to-right progression;
- ▶ design simple postcard;
- ▶ write some letters.

# RECEPTION: AGES 4 - 5 YEARS

**Articulate language, thoughts, ideas, feelings, and experiences.**

*The pupil should be able to:*

- ▶ take turns in a discussion;
- ▶ listen to a speaker without interruption;
- ▶ exhibit appropriate behaviour for entering a conversation
- ▶ ask appropriate questions in a discussion;
- ▶ respond to a question intelligibly;
- ▶ speak in full sentences;
- ▶ speak Standard English with guidance;
- ▶ listen to and share personal experiences, stories, etc;
- ▶ listen attentively and courteously to perform speaking tasks;
- ▶ repeat speech training rhymes and jingles;
- ▶ participate in choral speaking;
- ▶ explain personal drawings, paintings or creations.

**Comprehend and respond to literary and media text.**

*The pupil should be able to:*

- ▶ listen and respond to text for sequence and order and be able to relate the main ideas;
- ▶ express a point of view by relating text to own experiences;
- ▶ ask for clarification;
- ▶ listen and respond to text for dramatization;
- ▶ vary tone and expression in enacting a role;
- ▶ listen and respond to text by retelling the events;
- ▶ retell events by staying on topic;
- ▶ view and discuss current and cultural events;
- ▶ select text appropriate to needs and interests;
- ▶ relate information to others by reading news sheets, posters, environmental print;
- ▶ evaluate a character for likes and dislikes;
- ▶ predict outcomes for stories.

**Process and communicate information effectively**

*The pupil should be able to:*

- ▶ sequence a series of 3 to 6 pictures to tell a story or describe a process;
- ▶ sequence words to make a sentence;
- ▶ sequence words to make phrases;
- ▶ explain how to make and do things;
- ▶ dictate stories to match drawings;
- ▶ receive and deliver messages with completeness and accuracy;
- ▶ express thoughts in representational drawings, and pre-conventional writing.



### Develop Penmanship to communicate ideas in print

*The Pupil Should be able to:*

- ▶ join up dots in sequence to form pictures, letters and numerals;
- ▶ write basic lines and curves;
- ▶ trace letters and numerals;
- ▶ form letters and numerals correctly;
- ▶ form lines without lifting the writing instrument;
- ▶ print names correctly;
- ▶ copy information from work-cards;
- ▶ use spaces between words when writing;
- ▶ align letters appropriately;
- ▶ write simple words and sentences legibly.

### Enhance auditory, visual/perceptual skills, and memory

*The pupil should be able to:*

- ▶ manipulate puzzles with varying degrees of difficulty;
- ▶ listen to and complete accurately 2 or 3 formal instructions;
- ▶ listen and respond to environmental sounds, tape-recorded sounds and music;
- ▶ fit pegs into a peg-board;

- ▶ place cards to make different patterns and for concept development; (in, out, around, though, etc.)
- ▶ match similar shapes and objects to facilitate left to right progression;
- ▶ identify likenesses and differences in objects, shapes, letters and words;
- ▶ withdraw a specific shape from among other superimposed shapes;
- ▶ engage in visual recall activities.

### Practically demonstrate emergent literacy behaviours

*The pupil should be able to:*

- ▶ select reading material according to special interest;
- ▶ read and interpret various texts; (concept books, picture books, trade books, etc)
- ▶ represent ideas by drawing and printing;
- ▶ show enjoyment while being read to;
- ▶ listen and respond to oral patterning; (rhymes, predictable texts)
- ▶ relate events in stories to own personal experiences;
- ▶ retell a story; (verbally and through drawings)
- ▶ scribble and verbalize thoughts spontaneously;

- ▶ show a positive disposition to handling books;
- ▶ use pictures with text to relate experiences;
- ▶ talk to others about own writing;
- ▶ dramatize stories.

### Use a collaborative and collegial approach to learning

*The pupil should be able to:*

- ▶ listen to and share personal experience stories, reports, etc.;
- ▶ listen courteously and in a supportive manner;
- ▶ engage in turn-taking during discussions and in using materials;
- ▶ maintain eye-contact as appropriate;
- ▶ assist a less able student in completing a task;
- ▶ make decisions and solve problems in a group setting.

# MATHEMATICS

# MATHEMATICS





# NURSERY: AGES 3 - 4 YEARS

**Develop problem-solving behaviours in simulated everyday situations during play activities and in the various centres of interest**

*The pupil should be able to:*

- ▶ manipulate sets of objects;
- ▶ sort objects into groups;
- ▶ identify simple 2-D shapes;
- ▶ distinguish between the terms “many,” and “few”;
- ▶ identify sets of objects and pictures that are the same;
- ▶ identify likenesses and differences in objects and pictures;
- ▶ explore aspects of volume through water and sand play;
- ▶ engage in mathematical reasoning through sand and water play, etc;
- ▶ engage in problem solving with spatial relationships in block play, etc.;
- ▶ engage in decision-making skills; (while playing in the housekeeping area, manipulating puzzles, etc)
- ▶ engage in counting while being involved with varying manipulatives, etc.;
- ▶ match objects one-to-one.

**Develop an understanding of and an ability to apply simple mathematical language in practical interactive situations.**

*The pupil should be able to:*

- ▶ count in ones from 1-10 (threading beads, placing pegs in a pegboard, etc.);
- ▶ count the number of objects in a given set;
- ▶ recognize some number symbols between 1 and 9;
- ▶ use mathematical language (more, less, is one more, is one less);
- ▶ classify or sort objects into groups/sets (1-10) according to shape, size or other attributes;
- ▶ draw plain shapes (square, circle, triangle, rectangle) using templates;
- ▶ recognize and name plain shapes;
- ▶ construct and interpret simple pictographs;
- ▶ match the members of one set with the members of another set; (one-to-one correspondence)
- ▶ compare sets that are “the same as” or “not the same as,” or “different.”

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

*The pupil should be able to:*

- ▶ use non-standard units to measure length of objects; (e.g. footstep, hand span, paper clips, etc.)
- ▶ use mathematical language associated with length; (long, short, longer, shorter)
- ▶ use non-standard units to measure capacity; (e.g. small plastic bottles, ice cream containers, etc)
- ▶ use mathematical language associated with capacity; (full, half full, empty)
- ▶ explore the concept of area by covering varying surfaces;
- ▶ explore the passing of time in everyday experiences; (time for prayers, time for milk, time for lunch, time for home)
- ▶ use mathematical language associated with weight; (heavy, light)
- ▶ use appropriate measurement vocabulary (tall, short, big, small, heavy light, long) for describing relationships.

# RECEPTION : AGES 4 - 5 YEARS

**Develop problem-solving behaviours in simulated everyday situations during play activities and in the various Centres of Interest**

*The pupil should be able to:*

- ▶ manipulate sets of objects to sort, match, grade and classify;
- ▶ sort objects into groups;
- ▶ count by rote to twenty;
- ▶ recognize number symbols between 0 and 10;
- ▶ order the counting numbers between 0 and 10;
- ▶ match objects by pairing;
- ▶ make equal/unequal sets and the empty set;
- ▶ identify basic 2-D shapes in the environment; (square, circle, triangle, rectangle, oval, heart)
- ▶ distinguish between the terms “many,” and “few”;
- ▶ classify objects according to size, shape, colour or other attributes;
- ▶ identify 3-D shapes in the environment; (sphere, cube, cylinder, cone)

- ▶ explore the concepts of volume through water and sand play; (“holds less,” “holds more” empty, full)
- ▶ engage in mathematical reasoning through sand and water play, etc.; (“Why did ... happen?” “How many ...?” “Which is lighter/heavier?” “What ... if?” etc.)
- ▶ engage in problem solving with spatial relationships in block play, etc.; (“What would happen if...?” “How do I/we ...?”);
- ▶ use spatial concepts; (on top of, next to, in front of, before, after, between, etc.)
- ▶ engage in decision-making (while working in the various Centres of Interest, etc.) to rectify a particular situation;
- ▶ engage in counting activities while manipulating objects, etc;
- ▶ match objects one-to-one.

**Develop an understanding of and an ability to apply simple mathematical language to given situations.**

*The pupil should be able to:*

- ▶ identify “number before” and “number after” in a sequence of numbers up to 20;
- ▶ read number names 1-10
- ▶ write number names 1-10;
- ▶ write numerals 0 to 10;
- ▶ recognize number symbols and number words to 10;
- ▶ associate number symbols with number groups up to 10;
- ▶ match number groups to number symbols up to 10;
- ▶ make sets of objects corresponding to given numbers up to 9;
- ▶ make sets one more/one less, or the same as a previous set;
- ▶ use language to describe shapes (squares, circle, triangle, rectangle, oval, heart);
- ▶ construct and interpret simple pictographs;
- ▶ construct and interpret simple bar graphs;



**ATTAINMENT TARGETS**

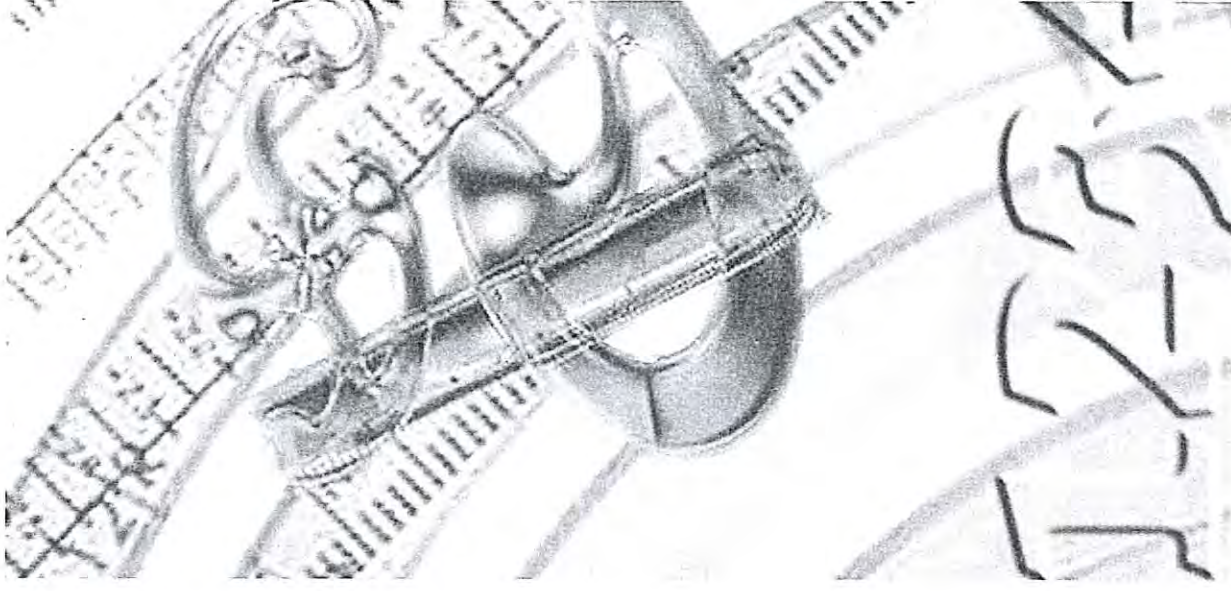
*Early Childhood*

- ▶ match the members of one set with the members of another set;
- ▶ count the number of objects in a given set; (one-to-one correspondence)
- ▶ develop the concept of the “empty set.”
- ▶ compare sets that are “the same as” or “equal to,” “not the same as,” or “different,” or “unequal.”

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

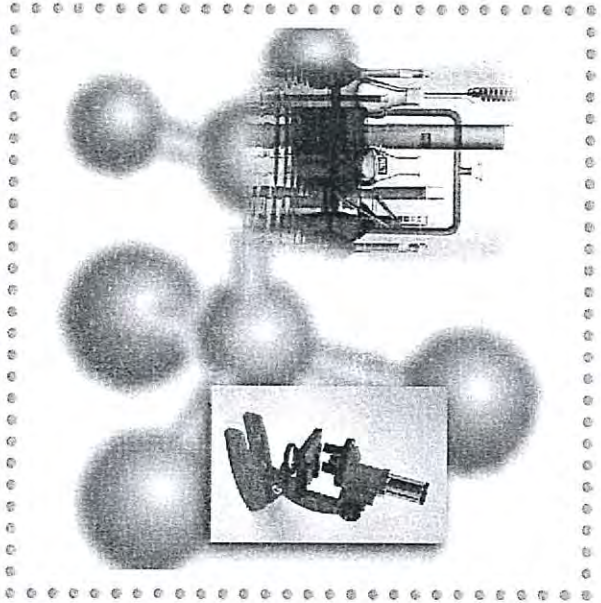
*The pupil should be able to:*

- ▶ use non-standard units to measure length of objects; (paper clips, paper strips, lengths of string, etc.)
- ▶ use mathematical language associated with length; (long, short, longer than, shorter than, same length as)
- ▶ use non-standard units to measure capacity;
- ▶ use mathematical language associated with capacity; (full, empty, holds more, holds less, holds the same as)
- ▶ explore the concept of area by covering varying surfaces;
- ▶ explore the passing of time in everyday experiences; (morning, lunchtime, evening, night, today, yesterday, tomorrow)
- ▶ measure the mass of various objects by lifting;
- ▶ use mathematical language associated with weight; (heavy, light, heavier than, lighter than, as heavy as)
- ▶ use coins in number combinations up to 10 cents.



# INTEGRATED

# SCIENCE





## **NURSERY: AGES 3 - 4 YEARS**

**Demonstrate an understanding of the fact that there are differences between plants and animals.**

*The pupil should be able to:*

- ▶ observe how plants grow ;
- ▶ observe how animals grow;
- ▶ identify different plants and animals in the immediate surroundings.

**Demonstrate an understanding of the fact that plants and animals have certain basic needs.**

*The pupil should be able to:*

- ▶ discuss the characteristics and needs of living things like people, plants, flowers, fruits, vegetable and animals;
- ▶ discuss the conditions necessary for plant growth;
- ▶ recognize the importance of water to living things;
- ▶ identify the parts of plants and flowers;
- ▶ demonstrate an awareness that new plants are produced from seeds;
- ▶ plant seeds in containers and observe the changes.

**Demonstrate an understanding of the fact that animals move, eat, grow and have young**

*The pupil should be able to:*

- ▶ observe how animals move and feed;
- ▶ express findings in a variety of ways: paintings, drawings, etc.

**Observe changes in the weather**

*The pupil should be able to:*

- ▶ observe and discuss weather conditions on a
  - (a) sunny day;
  - (b) rainy day;
  - (c) windy day ;
  - (d) cloudy day;
- ▶ draw pictures to depict different weather conditions.

## **RECEPTION: AGES 4 - 5 YEARS**

**Demonstrate an understanding of the difference between living and non-living things.**

*The pupil should be able to:*

- ▶ recognize the importance of water to living things;
- ▶ explore and recognize features of living things;
- ▶ explore and recognize objects and events in the natural and man-made world;
- ▶ explore and recognize features of non-living things;
- ▶ explore and recognize objects and processes in the environment.

**Demonstrate an understanding of the fact that plants and animals have certain basic needs.**

*The pupil should be able to:*

- ▶ discuss the characteristics and needs of living things: people, plants, flowers, fruits, vegetable and animals;
- ▶ discuss the conditions necessary for plant growth;
- ▶ identify the parts of plants and flowers;
- ▶ demonstrate an awareness of the fact that new plants are produced from seeds;
- ▶ plant seeds in containers and observe the changes.

**Demonstrate an understanding of the fact that animals move, eat, grow and have young.**

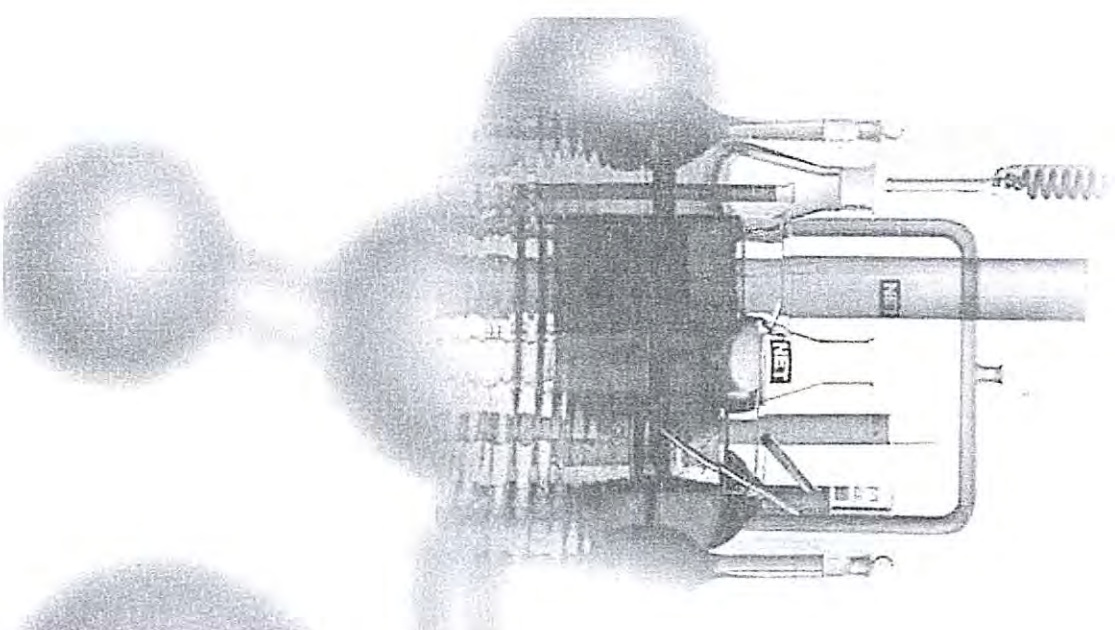
*The pupil should be able to:*

- ▶ observe how animals move and feed;
- ▶ identify different animals and plants;
- ▶ express findings in a variety of ways: paintings, drawings, pictograms, models and simple charts.

**Observe changes in the weather**

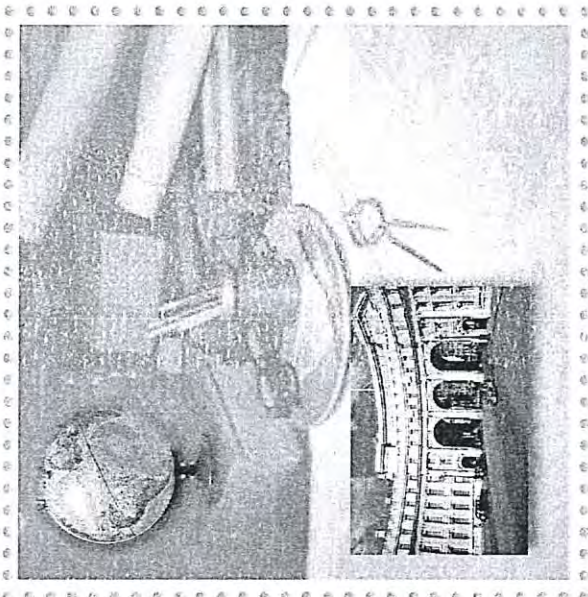
*The pupil should be able to:*

- ▶ observe and discuss weather conditions on a
  - (a) sunny day;
  - (b) rainy day;
  - (c) windy day;
  - (d) cloudy day;
- ▶ draw pictures to depict different weather conditions.



**ATTAINMENT TARGETS**

*Early Childhood*



**SOCIAL**

**STUDIES**



## **NURSERY: AGES 3 - 4 YEARS**

### **Talk about self, family and others**

*The pupil should be able to:*

- state general facts about self;
- discuss hobbies;
- state family members and duties which each perform;
- discuss how the family spends time together;
- compile family albums showing family members

### **Demonstrate basic understanding of Independence**

*The pupil should be able to:*

- talk about ways in which we celebrate Independence
- recite the National Pledge;
- colour the National Flag.

### **Identify people and places in the community**

*The pupil should be able to*

- state the names of his/her parents
- state the name of his/her school;
- identify specific rooms, furniture, etc. according to their functions;
- differentiate between workers at school and state their specific duties;
- categorise community helpers according to dress;
- state the duties of some community helpers;
- identify and discuss some important places in the school district.

### **Demonstrate an awareness of aspects of the weather**

*The pupil should be able to:*

- discuss the basic elements of the weather;
- discuss the relationship between weather and dress;
- interpret information from weather charts.

## **RECEPTION: AGES 4 - 5 YEARS**

### **Talk about self, family and others**

*The pupil should be able to:*

- state general facts about self;
- observe and interpret similarities and differences between self and others;
- discuss likes and dislikes in a variety of things; (food, clothing, television programmes etc.)
- discuss hobbies;
- define the concept of the family;
- suggest ways in which families spend time together;
- recall individual addresses;
- compile family albums showing family members.

**Understand the concept of Independence and relate to the symbols of independence**

*The pupil should be able to:*

- ▶ understand the concept of “independence”;
- ▶ select the national symbols from a group of symbols;
- ▶ suggest when and why we celebrate Independence;
- ▶ discuss ways in which we celebrate Independence, (e.g. food, dress etc.)
- ▶ recite the National Pledge and the National Anthem;
- ▶ draw and colour the National Flag.

**Identify some important places and people in the community**

*The pupil should be able to:*

- ▶ state the name and address of his/her school;
- ▶ list names of specific rooms, furniture etc. at school and the functions of each;
- ▶ differentiate between workers at school and state their specific duties;
- ▶ construct and discuss a set of class rules;
- ▶ construct a model/s of the school's environment/activities etc.;

- ▶ recall own home address;

- ▶ work collectively to construct a model home and outline the purpose of each room;

- ▶ classify specific rooms at home according to the furniture and appliances given

- ▶ understand that families live in communities;

- ▶ demonstrate an appreciation for differences in people who live in the community;

- ▶ define the term “community helper”;

- ▶ categorise community helpers according to duties and dress;

- ▶ assess the importance of community helpers, the school, and the home;

- ▶ outline some situations which give rise to accidents at home, at school and in the community;

- ▶ suggest ways in which accidents can be avoided.

**Understand the concept of weather and how it affects people**

*The pupil should be able to:*

- ▶ define the concept “weather” and its basic elements;

- ▶ interpret information from weather charts;

- ▶ illustrate the weather for the day on a weather chart;

- ▶ observe and discuss daily changes in the weather

- ▶ discuss the relationship between weather and dress;

- ▶ work collectively to construct weather charts.

# MUSIC





## NURSERY: AGES 3 - 4 YEARS

**Develop an appreciation for music.**

*The pupil should be able to:*

- ▶ enjoy musical activities;
- ▶ enjoy the rhythm in songs and rhymes;
- ▶ identify familiar environmental sounds;
- ▶ recognise loud/soft sounds;
- ▶ experiment with instruments.

**Respond to music stimuli by performing specified tasks.**

*The pupil should be able to:*

- ▶ find own space and use it appropriately;
- ▶ use imagination creatively in response to musical pieces;
- ▶ use a wide range of movement to express creativity;
- ▶ use percussion to respond to rhythm in jingles, poems, rhymes and stories;
- ▶ recognise and respond to fast and slow rhythms;
- ▶ walk to the beat of songs, rhymes and jingles;
- ▶ join in group singing;
- ▶ recall and imitate simple rhymes jingles;
- ▶ perform specific movement to the beat of music.

**Participate in creating music**

*The pupil should be able to:*

- ▶ repeat a simple rhythmic pattern by clapping, tapping, etc.;
- ▶ use tuned/untuned percussion to produce rhythmic patterns;
- ▶ sing a variety of songs appropriate to age group;
- ▶ invent own songs.

## RECEPTION: AGES 4 - 5 YEARS

**Develop an appreciation for music.**

*The pupil should be able to:*

- ▶ demonstrate a general awareness of sound;
- ▶ demonstrate a familiarity with everyday sounds in the environment;
- ▶ select and describe sounds made by a variety of sound sources;
- ▶ recognise pitch (high/low);
- ▶ recognise dynamics (loud/soft);
- ▶ develop the ability to relax to music;

**Respond to music stimuli by performing specified tasks.**

*The pupil should be able to:*

- ▶ join in repeated parts of songs;
- ▶ recall and imitate simple rhythmic patterns by clapping and by playing untuned percussion instruments;
- ▶ recall and imitate simple melodic patterns by singing;
- ▶ walk to beat of songs and poems;
- ▶ perform specific movements to the beat of music;
- ▶ recall and participate in a wide ranging repertoire of songs appropriate to the age group;
- ▶ engage in activities to develop body control.

**Participate in creating music.**

*The pupil should be able to:*

- ▶ experiment with sounds;
- ▶ use percussion instrument to play pulse of songs or recorded music;
- ▶ participate in simple improvisation using voice in response to a direct stimulus;
- ▶ participate in simple improvisation using instruments in response to a direct stimulus;
- ▶ invent a melody or a short composition using voice;
- ▶ invent a melody or a short composition using instruments.





# HEALTH

**& FAMILY LIFE**

# NURSERY: AGES 3 - 4 YEARS

## Develop an awareness of self, family, and others.

*The pupil should be able to:*

- ▶ develop self-concept (Who am I?);
- ▶ recognise the differences between male and female;
- ▶ identify body parts and state their functions;
- ▶ express varying emotions and use vocabulary to describe them (afraid, happy, sad)
- ▶ give personal information (e.g. first name, family name, address, parents' name);
- ▶ identify members of the family unit (mother, father, etc.);
- ▶ make new friends and interact socially.

## Develop good personal hygiene.

*The pupil should be able to:*

- ▶ dress and undress self with some assistance;
- ▶ state the importance of washing hands before and after eating;
- ▶ state reasons for washing hands after using the bathroom.

## Develop an awareness of, and an appreciation for the various sense organs.

*The pupil should be able to:*

- ▶ engage in activities which will enhance auditory discrimination skills;
- ▶ engage in visual awareness activities which will foster good eyesight;
- ▶ engage in tactile experiences to facilitate the use and development of touch and feel (rough, smooth, hard, soft, dry, wet, etc.);
- ▶ empathise with and support peers who are visually impaired, hearing impaired or who are otherwise challenged;
- ▶ know the dangers of putting foreign objects into the mouth, ears, nostrils, etc.

## Identify some of the elements of a healthy lifestyle

*The pupil should be able to:*

- ▶ identify different types of food;
- ▶ classify foods in various groupings: colour, fruits, vegetables, seeds, leaves, roots);
- ▶ differentiate between healthy and unhealthy snacks;
- ▶ talk about the reasons why living things need food.

## Demonstrate safety behaviours appropriate to own age.

*The pupil should be able to:*

- ▶ demonstrate an understanding that some play activities are safe while others are unsafe;
- ▶ take turns in play activities;
- ▶ recognise the dangers of playing in the street;
- ▶ demonstrate road safety rules;
- ▶ access help in an emergency;
- ▶ discuss the possible dangers of going off with strangers.

**Demonstrate an awareness of how germs affect the body and how to assist in the prevention and control of communicable diseases.**

*The pupil should be able to:*

- ▶ talk about how germs are spread;
- ▶ demonstrate the appropriate use of the handkerchief, wash cloth, and/or tissues;
- ▶ dispose of wrappers and empty bottles correctly;
- ▶ explain the risks involved in playing in dirty water;
- ▶ avoid handling discarded objects that may resemble toys; (e.g. condoms, syringes)
- ▶ recognise when another child is feeling unwell and demonstrate sensitivity towards him.
- ▶ define in simple terms the meaning of HIV/AIDS;
- ▶ show compassion for any person afflicted with the virus;
- ▶ avoid handling other children's cuts and bruises;
- ▶ avoid contact with body fluids from other individuals.

## RECEPTION: AGES 4 - 5 YEARS

**Develop an awareness of self, family and others.**

*The pupil should be able to:*

- ▶ develop self-concept (Who am I?);
- ▶ recognise the differences between male and female;
- ▶ identify body parts and state their functions;
- ▶ express varying emotions and use vocabulary to describe them ( happy, sad, afraid);
- ▶ give personal information (e.g. first, name, and family name, address, parents' name);
- ▶ identify members of the family unit (mother, father, etc);
- ▶ make new friends and interact socially;
- ▶ identify the roles of individual family members;
- ▶ extend common courtesies at home, at school, and in the community (thank you, good morning, excuse me please, etc.).

**Develop good personal hygiene.**

*The pupil should be able to:*

- ▶ dress and undress self with minimum assistance;
- ▶ state the importance of washing hands before and after eating;
- ▶ state reasons for washing hands after using the bathroom;
- ▶ state the importance of the daily bath;
- ▶ use toilet facilities appropriately;
- ▶ show respect for each others' privacy.



**Develop an awareness of and an appreciation for the various sense organs.**

*The pupil should be able to:*

- ▶ identify the sense organs and relate their uses to daily living;
- ▶ demonstrate healthy habits in taking care of the sense organs;
- ▶ engage in activities which will enhance auditory discrimination skills;
- ▶ engage in visual awareness activities which will foster good eyesight;
- ▶ engage in tactile experiences to facilitate the use and development of touch and feel (rough, smooth, hard, soft, dry, wet, etc.);
- ▶ discriminate between differing tastes (bitter, sweet, sour, acid);
- ▶ discriminate between differing smells and odours (fresh, clean, pleasant, fragrant, stale, offensive, unpleasant, etc.);
- ▶ empathize with and support peers who are visually impaired, hearing impaired or who are otherwise challenged;
- ▶ show sensitivity to persons who are in any way disabled.

**Develop an awareness of some of the elements of a healthy lifestyle.**

*The pupil should be able to:*

- ▶ classify foods according to food groups;
- ▶ identify and discuss animals used for foods;
- ▶ select foods in relation to breakfast, lunch, and snack.

**Demonstrate safety behaviours appropriate to age level.**

*The pupil should be able to:*

- ▶ state the consequences of playing with potentially dangerous tools and equipment (matches, electrical outlets, knives, etc.);
- ▶ talk about the dangers of play and activities which could be hazardous (plastic bags, abandoned appliances, wells, climbing, imitating dangerous stunts seen on the television);
- ▶ take turns readily in play activities and queue orderly when necessary;
- ▶ discuss the dangers of playing in the street;
- ▶ demonstrate how to cross the street with assistance;
- ▶ rehearse simple road safety rules;

**Demonstrate an awareness of how germs affect the body and how to assist in the prevention and control of communicable diseases.**

*The pupil should be able to:*

- ▶ talk about how germs are spread;
- ▶ demonstrate the correct use of the handkerchief, wash cloth, and tissue;
- ▶ dispose of garbage appropriately;
- ▶ talk about dangers of handling discarded objects that resemble toys;
- ▶ state the consequences of playing in dirty water;
- ▶ recognise when another child is feeling unwell and demonstrate sensitivity towards him/her.

**ATTAINMENT TARGETS**

*Early Childhood*



**EDUCATION**

**MORAL & RELIGIOUS**

## **NURSERY: AGES 3 - 4 YEARS**

**Make new friends and learn how to get along well with each other;**

*The pupil should be able to:*

- recognise similarities and differences among each other;
- interact with and demonstrate an appreciation for classmates as friends to be loved, valued and respected;
- recite songs and retell stories which relate to Jesus as the friend of little children.

**Develop a sense of security and belonging.**

*The pupil should be able to:*

- recognise that he/she belongs to an individual family;
- experience and express love and care within the family settings;
- discuss ways in which the family cares for family members;
- display a sense of trust and security within the home, school, and community.

**Develop a sense of appreciation and value for self, others and the gifts of nature.**

*The pupil should be able to:*

- identify the various parts of the body and discuss how they can be used in worthwhile and wholesome ways;
- repeat rhymes, jingles and songs which emphasize the proper use and care of the body;
- discuss the gifts of love, kindness, trust;
- observe, explore and discuss the gifts of nature.

**Develop an awareness of and an appreciation for various religious beliefs and cultural celebrations.**

*The pupil should be able to:*

- identify festive celebrations such as Christmas, Duwali, Thanksgiving etc.;
- relate the Christmas story and be aware of how Christmas is celebrated at the community level;
- relate the Easter story, Whitsuntide, Harvest and other major festivals celebrated at the community level.

## **RECEPTION: AGES 4 - 5 YEARS**

**Make new friends and learn how to get along well with each other.**

*The pupil should be able to:*

- define the concept of self, friends and family;
- demonstrate appropriate respect for self and others;
- suggest ways in which we show love and care for others;
- discuss and express creatively a range of feelings such as wonder, joy or sorrow in response to every day life experiences;

- role-play, dramatise and enact situations which demonstrate acceptance and knowledge of obedience, fair-play, empathy, trustworthiness and honesty;
- recite and retell stories, songs and poems from the Bible and other texts that demonstrate acts of friendship.



**ATTAINMENT TARGETS**

*Early Childhood*

**Develop a sense of security and belonging.**

*The pupil should be able to:*

- ▶ show and tell ways in which you identify with a family, group, school and the wider community;
- ▶ give examples of how the home, school and community express care and concern;
- ▶ develop and demonstrate a sense of trust in God, parents, teachers, friends and significant others;
- ▶ exhibit responsible behaviour and self-control at home, school and in the community.

**Develop an awareness of and an appreciation for various religious beliefs and cultural celebrations.**

*The pupil should be able to:*

- ▶ participate in and discuss festive celebrations such as Christmas, Duwali, Kwannza, Thanksgiving, etc.;
- ▶ show respect for people of other cultures and their beliefs;
- ▶ relate the Christmas story and be aware of how Christmas is celebrated at the community level;
- ▶ relate the Easter story, Whitsuntide, Harvest and other major festivals celebrated at the community level.

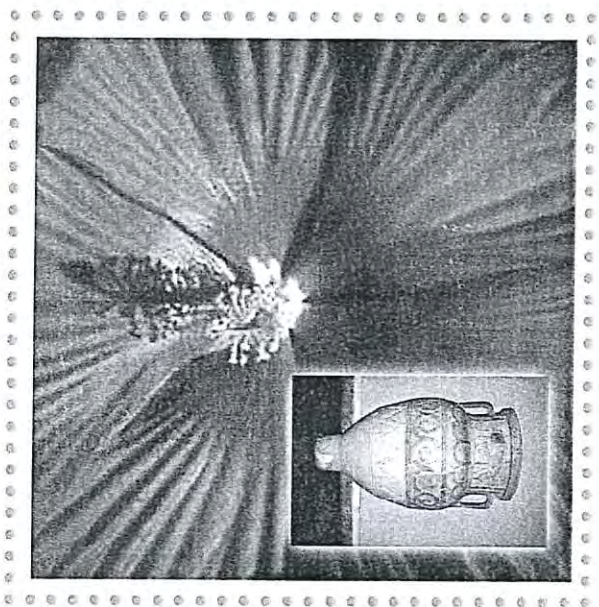
**Develop a sense of appreciation and value for self, others and the gifts of nature.**

*The pupil should be able to:*

- ▶ respect and value own property and the property of others;
- ▶ discuss ways in which to show respect for individual differences and for persons with different abilities;
- ▶ engage in activities which show appreciation for the gifts of nature;
- ▶ demonstrate tangible ways to express gratitude to God, parents, friends, teachers and persons in general.

# VISUAL

## ARTS



# NURSERY: AGES 3 - 4 YEARS

## Observe, draw and paint in creative ways.

*The pupil should be able to:*

- ▶ experiment with different colours, lines, and directions;
- ▶ demonstrate moderate control of the pencil, crayon, paint, paintbrush markers;
- ▶ provide labels for drawings, scribbles and paintings;
- ▶ identify colour in everyday life;
- ▶ use paint brush to demonstrate backward and forward movements;
- ▶ paint on a variety of surfaces e.g. wet paper, newspaper, etc.;
- ▶ experiment with bubbles of various sizes and shape (blow bubbles through a straw etc.)

## Work individually and cooperatively using a variety of media.

*The pupil should be able to:*

- ▶ use a variety of media to draw, paint, print and create projects;
- ▶ use plasticine and other malleable materials to create models of fruit, vegetables, etc.;
- ▶ represent the visual arts in the study of various topics across the curriculum;
- ▶ demonstrate expressiveness through the use of stick and finger puppets;
- ▶ explore colour and texture in collage work;
- ▶ create prints using fingers, hands, found objects etc.

## Use a variety of media to express feelings and emotions.

*The pupil should be able to:*

- ▶ show effective use of brush, finger, and other objects in painting;
- ▶ draw and print to depict emotions (sad, happy, frightened, surprise, etc.);
- ▶ manipulate pliable materials by pounding, pinching, slapping, kneading – give expression to a variety of feelings (anger, frustration, etc.)

## Demonstrate competence in the use of tools and equipment.

*The pupil should be able to:*

- ▶ crush and tear paper to create collages;
- ▶ fold paper and card to make objects (postcards, picture book, etc);
- ▶ thread large colourful buttons, beads, etc.;
- ▶ paint a picture using chubby paint brushes.

## Develop an appreciation for art.

*The pupil should be able to:*

- ▶ discover, observe and become sensitive to lines in nature;
- ▶ paint to the sound of music;
- ▶ participate in field trips to observe works of art (gardens, pattern, sculpture, models, etc.);
- ▶ select a piece of work for display or assessment and give reasons for its selection.



# RECEPTION: AGES 4 - 5 YEARS

## Observe, draw and paint in creative ways.

*The pupil should be able to:*

- ▶ paint by numbers;
- ▶ paint with various media (water, poster paint, food dyes);
- ▶ differentiate colours in the environment;
- ▶ observe lines in the environment;
- ▶ make representational drawings of objects and scenes from the environment;
- ▶ draw pictures of self, family members and friends;
- ▶ apply paint to surfaces using a variety of materials (string, natural objects, spray bottles, etc.);
- ▶ illustrate events (stories, news, themes from other subject areas).

## Work individually and co-operatively.

*The pupil should be able to:*

- ▶ experiment with different media in completing collage work;
- ▶ decorate colourful masks (paper bags, paper plates, etc.);
- ▶ demonstrate imaginative skills through dramatization with puppets;
- ▶ fold and tear paper to create various objects.

## Use a variety of media to express feelings and emotions.

*The pupil should be able to:*

- ▶ show effective use of brush, finger, and other objects in painting;
- ▶ draw and print to depict emotions (sad, happy, frightened, surprise, etc.);
- ▶ manipulate pliable materials by pounding, pinching, slapping, kneading – give expression to a variety of feelings (anger, frustration, etc.)

## Demonstrate competence in the use of tools and equipment.

*The pupil should be able to:*

- ▶ hold scissors correctly for cutting;
- ▶ crush and tear paper to create collages;
- ▶ fold paper/card using backward and forward techniques to make objects; (e.g. fans, flowers, etc.);
- ▶ thread large buttons or beads, etc., in a repeated pattern (e.g. red, yellow, blue and repeat);
- ▶ complete outlines of lacing cards with up and down movements;
- ▶ use pieces of wood to create objects of interest.

## Develop an appreciation for art.

*The pupil should be able to:*

- ▶ observe and become sensitive to lines in nature and man-made structures;
- ▶ focus on a particular piece of art and describe it.
- ▶ discuss colours used;
- ▶ participate in field trips to observe works of art.



# PHYSICAL

# EDUCATION

# NURSERY: AGES 3 - 4 YEARS

## Demonstrate fundamental motor and non-locomotor skills

*The pupil should be able to:*

- ▶ move from one place to another using movements such as walking, running, hopping, skipping and galloping;
- ▶ use several directional possibilities for body movement: up, down, sideways, forward, backward;
- ▶ vary speeds in movement on a continuum from slow to fast;
- ▶ climb steps, stairs etc.;
- ▶ begin movement patterns for jumping rope;
- ▶ roll sideways, forward and backward;
- ▶ balance on wide and narrow bases;
- ▶ balance on equipment;
- ▶ perform simple movement sequences;
- ▶ respond to signals while moving.

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

*The pupil should be able to:*

- ▶ know and demonstrate self (personal) space;
- ▶ move in general space without bumping into people or objects;
- ▶ follow straight, curved and zigzag pathways.

## Demonstrate body awareness

*The pupil should be able to:*

- ▶ identify various body parts;
- ▶ understand how body parts move and what they can do;
- ▶ move over, under, around and through objects with some control.

## Display manipulative skills

*The pupil should be able to:*

- ▶ throw objects overhand, underhand and across e.g. (frisbee);
- ▶ throw objects into the air and at targets;
- ▶ catch lightweight objects (e.g. scarves, tissues, paper towels);
- ▶ drop and catch a ball;
- ▶ strike objects (stationary and moving) with body parts and implements in a directed manner;
- ▶ kick a ball as straight as possible while maintaining balance;
- ▶ drop a ball and kick it before it falls to the ground.

## Experiences the joy of movement

*The pupil should be able to:*

- ▶ identify feelings that result from participation in physical activities;
- ▶ recognise and respond to musical patterns;
- ▶ move in time with different rhythms;
- ▶ move appropriately in co-ordination with other students.



# RECEPTION: AGES 4 - 5 YEARS

## Demonstrate fundamental motor and non-locomotor skills

*The pupil should be able to:*

- ▶ move from one place to another using movements such as walking, running, hopping, skipping and galloping;
- ▶ use several directional possibilities for body movement: up, down, sideways, forward, backward;
- ▶ vary speeds in movement on a continuum from slow to fast;
- ▶ climb steps, stairs etc.;
- ▶ begin movement patterns for jumping rope;
- ▶ roll sideways, forward and backward;
- ▶ balance on wide and narrow bases;
- ▶ balance on equipment; perform to signals while moving.

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

*The pupil should be able to:*

- ▶ know and demonstrate self (personal) space;
- ▶ move in general space without bumping into people or objects;
- ▶ follow straight, curved and zigzag pathways.

## Demonstrate body awareness

*The pupil should be able to:*

- ▶ identify various body parts;
- ▶ understand how body parts move and what they can do;
- ▶ move over, under, around and through objects with some control.

## Display manipulative skills

*The pupil should be able to:*

- ▶ throw objects overhead, underhand and across;
- ▶ throw objects into the air and at targets;
- ▶ catch lightweight objects (e.g. scarves, tissues, paper towels);
- ▶ drop and catch a ball;
- ▶ strike objects (stationary and moving) with body parts and implements in a directed manner;
- ▶ kick a ball as straight as possible while maintaining balance;
- ▶ drop a ball and kick it before it falls to the ground.

## Experience the joy of movement

*The pupil should be able to:*

- ▶ identify feelings that result from participation in physical activities;
- ▶ recognise and respond to musical patterns;
- ▶ move in time with different rhythms;
- ▶ move appropriately in co-ordination with other students.

# PERFORMING

# ARTS

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



**P** **R** **O** **G** **R** **A** **M** **M** **E**

Integrating Values  
through the use of  
the Performing Arts

# NURSERY AGES 3 - 4 YEARS

## LANGUAGE ARTS

Use creative expression to effectively communicate thoughts and feelings and to enhance personal and social development.

*The pupil should be able to:*

- ▶ use Teacher-in-Role techniques to allow students to deliver simple messages;
- ▶ use dance to build concept development of special qualities (in, around, through etc.) and left to right progression and in so doing also develop an awareness of personal and group space;
- ▶ work co-operatively and collectively to produce a dramatic choral-speaking product which would enhance intonation, pitch, clarity and diction;
- ▶ dramatise predictable outcomes based on story-telling activities;
- ▶ listen and respond to environmental sounds, taped-recorded sound and music in dance and movement sessions.

### VALUES TO BE TAUGHT:

Accuracy  
Co-operation  
Respect  
Consideration  
Self-expression  
Creativity  
Order

## MATHEMATICS

Use dramatic activity to comprehend mathematical concepts and transfer knowledge to problem-solving and decision-making experiences

*The pupil should be able to:*

- ▶ use dance movement to develop concept of numerical values, spatial relationships, geometric shapes, while fostering social interaction and an awareness of personal and group space;
- ▶ use role-play and improvisation to develop practical problem-solving techniques out of situations encountered at the various Centres of Interest;
- ▶ use Teacher-in-Role techniques to explore the passing of time in everyday experiences, while fostering a respect for other people's time as well as developing individual time-management skills.

### VALUES TO BE TAUGHT:

Consideration  
Respect  
Responsibility  
Punctuality  
Patience  
Cooperation  
Courtesy  
Order  
Time-Management  
Awaiting one's turn



## INTEGRATED SCIENCE

Use theatrical activity to create an awareness of plant and animal life and their significance to all people.

*The pupil should be able to:*

- ▶ personify animals and plants to gain an understanding of the importance of caring and protecting all living things;
- ▶ use dance movements to assimilate the movements of animals and in so doing develop muscular flexibility and sustain concentration;
- ▶ use the sounds of animals to assist in enunciation and pronunciation;
- ▶ use found and recycled material to create costumes of animals and plants, to create characters, and illustrate the importance of conservation;
- ▶ use stories which deal with the concerns of animals as stimuli for dramatic activities.

### VALUES TO BE TAUGHT:

Appreciation  
Love of animals  
Love of nature  
Respect  
Care  
Pride  
Sensitivity  
Environmental awareness

## SOCIAL STUDIES

Use the Performing Arts for personal, social and community development.

*The pupil should be able to:*

- ▶ use Games Structures (e.g. name games) to develop self-awareness and individuality;
- ▶ engage in trust exercises to build confidence in self and peers;
- ▶ use Barbadian children's games to foster social interaction among peers while preserving aspects of our culture;
- ▶ use role-play to illustrate and discuss family and social issues;
- ▶ work collectively and co-operatively to perform songs, recitations and dances which reflect the theme of Independence;
- ▶ use mime and costumes to demonstrate the understanding of the changes in weather conditions;
- ▶ engage in dramatic activities which showcase school and community workers while developing an appreciation and respect for the same.

### VALUES TO BE TAUGHT:

Confidence in self and others  
Trust  
Self-awareness  
Self-control  
Co-operation  
Pride in self and community  
Patience  
Courtesy  
Patriotism  
Consideration  
Sharing of opportunities (giving chances and turns to others)  
Fairness

# HEALTH AND FAMILY LIFE EDUCATION

Use the Performing Arts to foster personal and social development and to promote healthy and safe life practices.

*The pupil should be able to:*

- ▶ use the body to illustrate and discuss varying emotions (i.e. happiness, fear, disappointment etc.);
- ▶ use mime to explore and develop good personal hygiene practices
- ▶ engage in improvisations which stimulate the imagination while developing sensory discrimination;
- ▶ employ Games—Structures which foster trust and confidence among family members and peers;
- ▶ explore safety behaviours appropriate for the age-group through the use of role-play and improvisation.

**VALUES TO BE TAUGHT:**

- Love
- Consideration
- Loyalty
- Trust
- Confidence in self and others
- Courtesy
- Sincerity
- Temperance
- Self-expression
- Cleanliness
- Responsibility

# MORAL AND RELIGIOUS EDUCATION

Use dramatic activities to develop an awareness of God and a relationship with a higher being and so be able to perceive choices based on sound moral grounds.

*The pupil should be able to:*

- ▶ listen to stories and identify the moral of the story;
- ▶ assume the role of a character in a story and in role, give reasons for the choices made by that character;
- ▶ recite verses of inspiration and in so doing develop a memory bank of verses to help in building character;
- ▶ use movement and costumes to explore diverse cultures while at the same time developing an appreciation for other people and their cultures;
- ▶ dramatise situations from Caribbean text which demonstrate the understanding of obedience, fair-play, honesty etc.

**VALUES TO BE TAUGHT:**

- Love for God
- Love of self and others
- Respect for self and others
- Kindness
- Fairness
- Obedience
- Co-operation
- Patience
- Tolerance
- Gratitude



# MUSIC

Use artistic expression to demonstrate an awareness and appreciation of various forms of music.

*The pupil should be able to:*

- ▶ combine the elements of music, mime and movement to enhance creative self-expression and to foster harmony, integration and co-operation among peers;
- ▶ use items from the environment (e.g. shak-shak etc.) to create sound effects for dramatic activities;
- ▶ use the game of Musical Chairs to explore personal and group space;
- ▶ use percussion and movement to respond to the rhythm in jingles, poems, rhymes etc.
- ▶ use mime and costume to illustrate an awareness of and an appreciation for different cultures.

## VALUES TO BE TAUGHT:

Thrift  
Creativity  
Appreciation  
Respect  
Co-operation  
Team-spiritedness  
Conservation  
Self-expression  
Fairness  
Self-control  
Patience  
Tolerance

# VISUAL ARTS

Use the common elements of both the Visual and Performing Arts to explore feeling, creativity and cultural expression.

*The pupil should be able to:*

- ▶ work collectively using beads, found objects etc. to create costume accessories for class performances;
- ▶ demonstrate expressiveness through the use of stick and finger puppets which are made in class;
- ▶ transfer the lines and forward and backward movements used in a movement class into a painting;
- ▶ work collectively using vegetable prints to design a piece of costume or a tee-shirt to be used as a costume.

## VALUES TO BE TAUGHT:

Creativity  
Self-expressiveness  
Courtesy  
Kindness  
Co-operation  
Team-spiritedness  
Fairness  
Patience  
Consideration

# PHYSICAL EDUCATION

Use movement and mime to promote healthy bodies and minds; develop concentration skills; enhance artistic expression and develop social behaviours and interaction among peers.

*The pupil should be able to:*

- ▶ combine the elements of locomotor movements with direction and speed to perform short movement phrases while developing concentration skills;
- ▶ perform simple movement sequences following straight, curved and zigzag pathways; at the same time developing an awareness of personal and individual space;
- ▶ combine ball strategies (e.g. drop a ball and kick it before it falls) with music, created sounds and creative movement;
- ▶ respond creatively using music and the dramatic elements of Tableaux in warm-up sessions.

## VALUES TO BE TAUGHT:

Co-operation  
Appreciation  
Tolerance  
Consideration  
Team-spiritedness  
Patience  
Generosity  
Sharing  
Acceptance of loss and defeat; success and failure  
Awaiting one's turn



# RECEPTION: AGES 4 - 5 YEARS

## LANGUAGE ARTS

Use the Performing Arts to develop language and communicative skills while fostering personal growth and social interaction.

*The pupil should be able to:*

- ▶ build stories collectively for the purpose of role-play activity;
- ▶ create and dramatise cartoon characters which reflect personality traits he/she likes or dislikes;
- ▶ improvise given scenarios and re-tell the event in sequential order;
- ▶ use Forum Theatre to perform predictable outcomes into given situations.

### VALUES TO BE TAUGHT:

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

## MATHEMATICS

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

*The pupil should be able to:*

- ▶ use movement and dance to develop awareness of spatial concepts while understanding the courtesies of sharing common space;
- ▶ use Role-play and costumes to focus on social and negotiating experiences as he/she develops while working at Centres of Interest;
- ▶ relate the principles of accuracy, sequence and order as he / she are applied in movement patterns and numerical concepts.

### VALUES TO BE TAUGHT:

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

# INTEGRATED SCIENCE

Use theatrical activity to sensitive pupils to the importance of caring for and protecting our environment.

*The pupil should be able to:*

- ▶ use dramatic elements to demonstrate an understanding of the characteristics and needs of living organisms;
- ▶ use dance to illustrate an understanding and appreciation of the movement and responses of plants and animals;
- ▶ use found and recycled materials to make costumes to be used in dramatic activity while fostering a sense of conservation.

## VALUES TO BE TAUGHT:

Sensitivity  
Appreciation  
Cleanliness  
Respect  
Love for nature  
Care  
Environmental Awareness

# SOCIAL STUDIES

1. Use the Performing arts to foster self development, social interaction and environmental awareness.

*The pupil should be able to:*

- ▶ use Game-Structures (e.g. name games) to develop self-awareness and individuality;
- ▶ engage in trust exercises to develop confidence among peers;
- ▶ use choral expression to develop memory, concentration and self-expression;
- ▶ use role-play and improvisation to assess the importance of community-helpers and to appreciate the contribution which they make to the community;
- ▶ utilise the techniques of Forum Theatre to illustrate and discuss family issues.

- ▶ select characters from popular television programmes and in role, illustrate attitudes towards the chosen characters;

- ▶ work collectively and creatively to construct a Centre of Interest in which a specific dramatisation will take place (e.g. hospital, supermarket etc.);

- ▶ use mime and costumes to demonstrate the understanding of the changes in weather conditions;
- ▶ use Standard English and appropriate dress to present a televised weather forecast;
- ▶ use Teacher-in-Role technique to illustrate the concept of the rights to property and privacy in the community.

## VALUES TO BE TAUGHT:

Self-expression  
Self-esteem  
Self-reliance  
Self-control  
Self-respect  
Respect for others  
Pride  
Trust  
Confidence



2. Illustrate the significance of independence and transference of the concept of “independence” to personal and social development.

*The pupil should be able to:*

- ▶ perform acrostics which reflect the meaning of Independence;
- ▶ role-play the appropriate behaviour associated with national emblems;
- ▶ perform a dramatic presentation using the features of the Coat-of-Arms as characters which will illustrate an understanding and respect for our symbols of Independence;
- ▶ use Independence songs to perform dance pieces which reflect the spirit of Pride and Industry;
- ▶ use stories which illustrate self-reliance and responsibility as a stimulus for improvisation.

**VALUES TO BE TAUGHT:**

Pride  
Dignity  
Self-reliance  
Responsibility  
Respect

## HEALTH AND FAMILY LIFE EDUCATION

Use the Performing Arts to develop self, family and community relationships and to promote safe and healthy living.

*The pupil should be able to:*

- ▶ use play-making to illustrate the importance of precautionary measures as they relate to safety in the neighbourhood;
- ▶ employ games-structures to foster trust and confidence among family and peers;
- ▶ engage in improvisations which use a variety of stimuli to foster sensory discrimination.

**VALUES TO BE TAUGHT:**

Caution  
Discrimination  
Helpfulness  
Obedience  
Fairness  
Love  
Affection  
Contentment  
Consideration

## RELIGIOUS AND MORAL EDUCATION

1. Use dramatic techniques to develop a sense of belonging, security and confidence which will enable individuals to make new friends and foster lasting relationships.

*The pupil should be able to:*

- ▶ re-enact bible stories which address the themes of love and friendship (e.g. Ruth and Naomi; David and Jonathan);
- ▶ dramatise situations from Caribbean text which demonstrate the understanding of obedience, fair-play, empathy, honesty;
- ▶ memorise and recite choral verses which reflect values beneficial to the development of the individual;
- ▶ perform liturgical dances which reflect reverence and love for God.

**VALUES TO BE TAUGHT:**

Respect for self and others  
Love  
Empathy  
Obedience  
Honesty  
Kindness  
Fairness  
Co-operation  
Sympathy



2. Use the Performing Arts to foster an appreciation and respect for the differences and diversities of peoples, religions and cultures.

*The pupil should be able to:*

- ▶ showcase dances associated with various festivals and cultures in an effort to inculcate an appreciation for the people of the home and school community;

- ▶ take part in a fashion show which illustrates the differences of the people and the significance of their dress.

**VALUES TO BE TAUGHT:**

- Reverence
- Love for God
- Love for others
- Patience
- Tolerance
- Gratitude
- Appreciation
- Respect

## MUSIC AND MOVEMENT

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

*The pupil should be able to:*

- ▶ use sounds found in the environment as auditory stimuli to explore feelings, moods and emotions;

- ▶ work collectively and creatively along with the teacher to compose the musical accompaniment, pulse and atmospheric music for a dance drama.

- ▶ develop a listening appreciation for different types of music associated with various festivals celebrated in Barbados.

**VALUES TO BE TAUGHT:**

- Appreciation
- Creativity
- Respect
- Team-spiritiveness
- Co-operation

## VISUAL ARTS

Work individually and collectively using the Performing Arts to develop an interest and appreciation for Visual Arts, while encouraging pupils to work in a safe environment which allows them to explore a variety of feelings and emotions.

*The pupil should be able to:*

- ▶ use a piece of visual art as stimuli to integrate dance, drama and music into performance;

- ▶ work collectively to create masks, puppetry, costumes, instruments... to be used in dramatic presentation;

- ▶ utilize puppets made in dramatic activity which would enable the child to voice social and emotional concerns.

**VALUES TO BE TAUGHT:**

- Appreciation
- Honesty
- Self-expression
- Creativity
- Patience
- Consideration
- Sharing
- Self-control
- Obedience
- Responsibility
- Courtesy

# PHYSICAL EDUCATION

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

*The pupil should be able to:*

- ▶ use relaxation exercises to inculcate physical and mental preparation;
- ▶ illustrate the importance of collaborative and co-operative skills as well as spatial awareness in the creation and execution of dance pieces;
- ▶ use locomotor and non-locomotor skills as well as body isolation in dance sequences to promote correct posture, carriage and body-language;
- ▶ develop an appreciation through dramatic media for the importance of physical activity.

## VALUES TO BE TAUGHT:

Endurance  
Self-control  
Co-operation  
Appreciation  
Responsibility  
Patience  
Caution  
Consideration