

Programme of studies for the primary system, K - Grade 6

Ministry of Education and Human Resource Development

2006

Introduction

The National Curriculum is one of the key activities prioritised in the *Commonwealth of Dominica Education Development Plan 2000-2005 & Beyond* for a “re-engineered” education system (EDP 2003:3) that addresses the twin agenda of expansion and high quality education for all. The National Curriculum is an outcomes-based curriculum that aims to raise achievement levels by meeting the students’ different needs, abilities and maturities.

Inherent in the National Curriculum provision are key policy shifts. First, to universalise access to education for all ensures educational opportunities for all children aged 5-16 years. To this end the National Curriculum is outcomes based: an inter-related spiral of learning outcomes designed to meet the developmental levels of all students, including those with special needs, as they pass from grade to grade. The learning outcomes are progressive and balanced not only to promote the cognitive development of every child but also their affective and psycho-motor development. The National Curriculum maintains that every child has the ability to achieve when provided with an appropriate plan, a supportive environment and the basic tools.

A learning outcomes curriculum requires a shift away from teacher-centred methodologies towards a student-centred approach. The focus is on all students achieving learning outcomes and in the process acquiring strategies of how to learn to work cooperatively and to take some responsibility for their own learning.

Programmes of Study

The National Curriculum establishes of seven core subject areas at the primary level:

- Language Arts
- Mathematics
- Science
- Social Science
- Health and Family Life Education
- Visual and Performing Arts
- Physical Education and Sports

For each subject there is a *programme of study* that outlines the subject matter, skills and processes, which are required to be taught to students of different maturities and abilities during each key stage. The programmes of study have been developed for the four key stages:

KEY STAGE	STUDENT AGES	APPROX GRADE/FORM
Key Stage 1	5yrs – 7/8yrs	K – Grade 2
Key Stage 2	8yrs – 10/11yrs	Grades 3 – 6
Key Stage 3	11yrs – 12/13yrs	Forms 1 - 3
Key Stage 4	13/14yrs – 16yrs	Forms 4 & 5

Subject areas are divided into subject *strands* that are the key elements of a subject. The strands for the seven core subject are shown below:

Language Arts	Mathematics	Science	Social Science	HFLE	VPA	PE & Sports
• Listening & Speaking • Reading • Writing	• Number • Geometry • Measurement • Statistics & Data handling • Patterns, functions & algebra	• Life science • Earth & space science • Physical science • Agriculture	• Civic ideals & practices • Location, people & places • Resources • Social issues & change	• Social, emotional & spiritual well being • Eating & fitness • Sexuality & sexual health • Managing the environment	• Art & craft • Music • Drama & dance	• Physical education • Sports

The programme of studies articulates the *attainment targets* or the learning outcomes which include the knowledge, skills and understanding which students of different abilities and maturities are expected to demonstrate at the end of Key Stage 4. The programmes of study include more specifically the *learning outcomes* or the basic levels that a student should achieve at the end of each grade level and key stage. They also indicate the *success criteria* for each learning outcome. The success criteria answer the question “How do we know when the learner has achieved an outcome?” They describe what the learner must know, be able to do or attitudes they must display to indicate that they have attained the learning outcome. The success criteria therefore act as stepping stones to achieve the learning outcomes and as such they are integral to the assessment process.

LANGUAGE ARTS

Key Stages 1 & 2

LEARNING OUTCOMES

K - Grade 6

SUBJECT	LANGUAGE ARTS		STRAND: LISTENING & SPEAKING		KEY STAGE: 1- 2		
ATTAINMENT TARGET: The learner will be able to listen attentively and critically; speak confidently and effectively using appropriate structures and speech conventions for multiple purposes and different audiences through a variety of media.							
We will know that the learner has achieved this attainment target when she/he can	GRADE K	GRADE: 1	GRADE: 2	GRADE : 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1: COMMUNICATING PERSONAL IDEAS, EXPERIENCES & FEELINGS						
	Listen and speak about personal experiences, news, feelings, ideas while demonstrating appropriate conversation skills	Listen & speak about personal experiences, news, feelings and ideas on topics of their interest using appropriate conversation skills.	Listen and speak about personal experiences, news, feelings, ideas and offer opinions while demonstrating appropriate conversation skills	Participate with some confidence in group and class discussion on topics of personal & social interest using appropriate conversation skills.	Participate confidently in group and class discussions on issues of personal and social interest using appropriate conversation skills.	Locate and share information confidently in group & class discussions on different issues and exchange ideas, opinions & feelings.	Locate & share information, independently in group & class discussions on a variety of topics & issues exchange ideas,, opinions & feelings.
	LO 2 PRODUCING TEXTS FOR DIFFERENT PURPOSES & AUDIENCES						
	Use sounds, words and grammar of IAE to create and interpret simple oral texts ¹ for familiar audiences. <i>Focus on Narrative</i>	Use sounds, words and grammar of IAE to create and interpret different oral texts for familiar audiences. <i>Focus on narrative & recount (Re-tell)</i>	Use sounds, words and grammar of IAE to create & interpret different oral texts for familiar audiences. <i>Focus on recount, and instruction.</i>	Use sounds, words and grammar of IAE to create & interpret different oral texts for selected audiences. <i>Focus on Instruction & Report</i>	Use sounds, words and grammar of IAE to create & interpret different oral texts for selected audiences. <i>Focus on Report and Explanation</i>	Use sounds, words and grammar of IAE to create & interpret different oral texts for different audiences. <i>Focus on Explanation & Argument</i>	Use sounds, words and grammar of IAE to create & interpret different oral texts for a variety of media for different purposes and audiences
LO 3 COMMUNICATING FOR DAILY LIVING							
Ask & respond to questions, listen follow & give instructions, announcements & explanations in appropriate language for familiar audiences.	Ask & respond to questions, listen, respond & give instructions, simple messages & explanations using appropriate language for familiar audiences	Ask & respond to questions, listen respond & give instructions, simple messages & explanations using IAE appropriately for familiar audiences.	Ask & respond to questions, listen, respond & give extended instructions, messages, explanations in IAE	Ask & respond to questions, listen, respond & give extended instructions, messages, explanations in IAE	Ask & respond to questions, listen, respond & give extended instructions, messages, explanations in IAE	Use questions, instructions & explanations to collect information for oral presentations in IAE in class and school.	

¹ ORAL TEXTS = spoken language made face-to-face, by phone or recorded.

▪	LO 4 DEVELOPING A POSITIVE ATTITUDE TO ORAL LANGUAGE						
	Listen, create & perform different oral texts of their own choice from predominantly local culture	Listen, respond create perform, and talk about different oral texts of their own choice from predominantly local and regional cultures.	Listen, respond, create, perform and talk about different oral texts that they enjoy from predominantly local & regional cultures	Listen, respond, create, perform and talk about a wide range of oral texts that they enjoy from local, regional and some international cultures	Listen, respond, create, perform and talk about a wide range of oral texts that they enjoy from different cultures.	Listen, respond, create, perform and talk about a wide range of oral texts that they enjoy from different cultures.	Listen, respond, create, perform and talk about a wide range of oral texts that they enjoy from different cultures.
	LO 5 LISTENING & SPEAKING ACROSS THE CURRICULUM						
	Use vocabulary & language of Grade K subjects to talk, think, solve problems, process & use information for learning across the curriculum	Use vocabulary & language of Grade 1 subjects to talk, think, solve problems, process & use information for learning across the curriculum	Use vocabulary & language of Grade 2 subjects to talk, think, solve problems, process & use information for learning across the curriculum	Use vocabulary & language of Grade 3 subjects to talk, think, solve problems, process & use information for learning across the curriculum	Use vocabulary & language of Grade 4 subjects to talk, think, solve problems, process & use information for learning across the curriculum	Use vocabulary & language of Grade 5 subjects to talk, think, solve problems, process & use information for learning across the curriculum	Use vocabulary & language of Grade 6 subjects to talk, think, solve problems, process & use information for learning across the curriculum

SUBJECT		LANGUAGE ARTS		STRAND: READING		KEY STAGE: 1- 2	
ATTAINMENT TARGET: The learner will be able to read a wide range of texts, both print and visual, for understanding and enjoyment by interpreting and constructing meaning and responding critically to the aesthetic, cultural and emotional values in the texts.							
We will know that the learner has achieved this attainment Target when she/he can	K	GRADE: 1	GRADE: 2	GRADE: 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 MAKING MEANING AT TEXT LEVEL						
	Demonstrate understanding that print & visual texts carry meaning related to their purpose. Focus on Narrative	Use the vocabulary & grammar to read, view and understand the meaning of familiar print & visual texts. <i>Focus on Narrative & Recount.</i>	Use the vocabulary & grammar to read, view and understand the meaning of familiar print and visual texts. <i>Focus on recount & Instruction</i>	Use the vocabulary & grammar to read, view and understand the meaning of familiar print and visual texts. <i>Focus on Instruction and Report</i>	Use the vocabulary & grammar to read, view and understand the meaning of familiar print and visual texts. <i>Focus on Report and Explanation</i>	Use the vocabulary & grammar to read, view and understand the meaning of familiar print and visual texts. <i>Focus on Explanation & Argument</i>	Undertake simple research that involves reading visuals, print multi-media texts for different purposes & communicate the information through oral, visual, print & electronic texts.
	LO 2 MAKING MEANING USING CONTEXT						
Use background knowledge & experiences to recognise social, moral and cultural values in Grade K texts and relate them to their lives.	Use background knowledge & experiences to recognise social, moral and cultural values in Grade 1 texts and relate them to their lives.	Use background knowledge & experiences to recognise social, moral and cultural values in Grade 2 texts and relate them to their lives.	Use background knowledge & experiences to recognise & begin to analyse social, moral and cultural values in Grade 3 texts and relate them to their lives.	Use background knowledge & experiences to recognise & analyse social, moral and cultural values in Grade 4 texts and relate them to their lives.	Use background knowledge & experiences to analyse social, moral and cultural values in Grade 5 texts and relate them to their lives.	Use background knowledge & experiences to analyse social, moral and cultural values in Grade 6 texts and relate them to their lives.	

	LO 3: MAKING MEANING AT WORD LEVEL						
	Use context clues, phonic & sight recognition skills to read letters and Grade K sight words including personally significant & high frequency words.	Use context clues, phonic and sight recognition skills to read letters, Grade 1 sight words and other words including some personally significant & high frequency words.	Use context clues, phonic and sight recognition skills to read letter combinations & Grade 2 sight words including some personally significant & high frequency words.	Use context clues, phonic and sight recognition skills to read letter combinations & Grade 3 sight words including some personally significant & high frequency words.	Use context clues, phonic and sight recognition skills to read letter combinations & Grade 4 sight words including some personally significant & high frequency words.	Use context clues, phonic and sight recognition skills to read letter combinations & Grade 5 sight words including some personally significant & high frequency words.	Use context clues, phonic and sight recognition skills to read letter combinations & Grade 6 sight words including some personally significant & high frequency words.
	LO 4: DEVELOPING A POSITIVE ATTITUDE TO READING						
	Show interest & enthusiasm for reading different print & visual texts.	See self as a reader by selecting & reading different favourite texts.	Demonstrate understanding & enjoyment in selecting, reading and responding independently or with others to different favourite texts.	Demonstrate understanding & enjoyment in selecting, reading and responding independently or with others to a variety of texts.	Demonstrate understanding & enjoyment in selecting, reading discuss -ing & respond-ing to literature & information texts of different genres & authors.	Demonstrate & evaluate enjoyment in selecting, reading discussing & responding to literature & information texts recommended by others	Demonstrate & evaluate enjoyment of a wide range of literature & information texts both within & outside their personal experiences.
	LO 5 READING ACROSS THE CURRICULUM						
	Read/View Grade K texts to think, reason, solve problems, process & use information for learning across the curriculum	Read, view Grade 1 texts to think, reason, solve problems, process & use information for learning across the curriculum	Read & view Grade 2 texts to think, reason, solve problems, process & use information for learning across the curriculum	Read & view Grade 3 texts to think, reason, solve problems, process & use information for learning across the curriculum	Read & view Grade 4 texts to think, reason, solve problems, process & use information for learning across the curriculum	Read & view Grade 5 texts to think, reason, solve problems, process & use information for learning across the curriculum.	Read & view Grade 6 texts to think, reason, solve problems, process & use information for learning across the curriculum

SUBJECT		LANGUAGE ARTS		STRAND: WRITING		KEY STAGE: 1- 2	
ATTAINMENT TARGET: The learner will be able to create/produce texts, both print and visual, competently and effectively in different kinds of factual and imaginative forms for a wide range of purposes: using correct grammatical structures and appropriate writing conventions.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE: 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 PRODUCING PERSONAL AND EVERYDAY TEXTS						
	Produce visuals, words and phrases for everyday use and to express personal experiences, ideas & feelings.	Produce visuals, words and phrases for everyday use and to express personal experiences, ideas & feelings.	Produce visuals & short texts for everyday use and to express personal experiences, ideas & feelings.	Produce & share visuals & short texts for everyday use and to express personal experiences, ideas & feelings.	Produce & share visual & print texts for everyday use and to express personal experiences, ideas & feelings.	Produce & share visual & print texts for everyday use and to express personal experiences, ideas & feelings.	Produce and share visual & print texts for everyday use and to express personal experiences, ideas & feelings.
	LO 2 PRODUCING TEXTS FOR DIFFERENT PURPOSES & AUDIENCES						
	Use graphics, grammar & vocabulary to create & interpret simple texts. Focus on Narrative	Use graphics, grammar & vocabulary to create & interpret simple texts. <i>Focus on Narrative & Recount</i>	Use graphics, grammar & vocabulary to create & interpret simple texts. <i>Focus on Recount & Instruction</i>	Use graphics, grammar & vocabulary to develop, organise & write clear, neat, simple texts with increasing speed & interpret them <i>Focus on Instruction & Report</i>	Use graphics, grammar & vocabulary to develop, organise & write clear, legible simple texts with increasing fluency & interpret them. <i>Focus on Report & Explanation</i>	Use graphics, grammar & vocabulary to develop, organise & write legible, well-designed texts with increasing accuracy & interpret them. <i>Focus on Explanation& Argument</i>	Develop, organise & write a variety of texts for different purposes & audiences with attention to clarity, legibility and enhanced presentation.
	LO 3 RESPONDING TO DIFFERENT TEXTS						
	Record information heard, viewed or read through making marks on given graphic organisers	Record information heard, viewed or read on given graphic organisers and create their own organizer with support as a class.	Record information heard, viewed or read on given graphic organizers and create their own organizer with support as a group	Record information heard, viewed or read on given graphic organisers and design their own organisers as a group.	Design graphic organizers to record information heard, viewed or read for a and share with others to evaluate their effectiveness	Explore and select appropriate graphic organizers to record information for different purposes and audiences and share with others to evaluate their effectiveness.	Explore and select appropriate graphic organizers to record information for different purposes & audiences; share reasons for choice of organisers and evaluate their effectiveness

	LO4 DEVELOPING A POSITIVE ATTITUDE TO WRITING						
	Show interest & enthusiasm for using different tools, colours and designs to make marks and to communicate their meaning to others.	See self as a designer & producer of visual & print texts for favourite purposes and audiences for enjoyment.	Show enthusiasm to design & produce texts for personal purposes and audiences in visual, print or electronic form for enjoyment.	Show enthusiasm to design & create and share personal texts for different purposes & audiences in visual, print or electronic form.	Demonstrate initiative to design and produce a range of texts in a variety of forms and share with others for pleasure.	Demonstrate enjoyment in designing and creating different texts for self and other audiences.	Demonstrate enjoyment in designing & producing texts independently and with others for a range of audiences including self.
	LO 5 PRODUCING TEXTS ACROSS THE CURRICULUM						
	Use vocabulary and grammar of Grade K subjects to talk, think, solve problems, process and use information for writing across the curriculum	Use vocabulary and grammar of Grade 1 subjects to talk, think, solve problems, process and use information for writing across the curriculum	Use vocabulary and grammar of Grade 2 subjects to talk, think, solve problems, process and use information for writing across the curriculum	Use vocabulary and grammar of Grade 3 subjects to talk, think, solve problems, process and use information for writing across the curriculum	Use vocabulary and grammar of Grade 4 subjects to talk, think, solve problems, process and use information for writing across the curriculum	Use vocabulary and grammar of Grade 5 subjects to talk, think, solve problems, process and use information for writing across the curriculum	Use vocabulary and grammar of Grade 6 subjects to talk, think, solve problems, process & use information for writing across the curriculum.

MATHEMATICS

Key Stages 1 & 2

LEARNING OUTCOMES

K - Grade 6

SUBJECT	MATHS	STRAND 1: NUMBER			KEY STAGE: 1- 2		
<u>ATTAINMENT TARGET:</u> The learner will be able to apply number operations and relationships with speed and accuracy to solve problems using a variety of strategies.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	NUMBER CONCEPTS						
	Demonstrate an understanding of number up to 10.	Demonstrate an understanding of number up to 20.	Demonstrate an understanding of number up to 100.	Demonstrate an understanding of number up to 1000.	Demonstrate an understanding of number up to 10000.	Demonstrate an understanding of number up to 100000	Demonstrate an understanding of number up to 1000000.
	Solve simple real life problems relating to counting	Solve real life problems relating to counting	Create and solve simple problems involving place value	Create and solve simple problems using place value and whole number concepts	Create and solve problems using place value and whole number concept	Create and solve problems involving simple properties of numbers	Create solve problems involving properties of numbers
	COMPUTATION						
	Create and solve real life problems involving addition and subtraction with numbers up to10.	Create and solve real life problems involving addition and subtraction with numbers up to 20	Create and solve real life problems involving addition and subtraction with numbers up to 100 and involving multiplication and division of one and two digit numbers.	Create and solve real life problems involving addition and subtraction with numbers up to 1000 and involving multiplication and division of numbers one and two digit numbers.	Create and solve real life problems involving addition and subtraction with numbers up to 10000and involving multiplication and division of numbers up to two digit numbers.	Create and solve real life problems involving addition and subtraction with numbers up to100000 and involving multiplication and division of numbers up to 3digit numbers.	Create and solve real life problems involving addition and subtraction with numbers up to100000 and involving multiplication and division of up to 3 digit numbers.
	FRACTIONS & DECIMALS						
	Understand a whole and a half	Understand whole, half and quarter	Use and write simple fractions in a variety of ways in real life situations	Use and write fractions in a variety of ways in real life situations	Solve simple problems involving elementary fractions.	Use and write basic fractions and decimals in a variety of ways in real life situations	Solve simple problems involving basic fractions and decimals.

SUBJECT	MATHS	STRAND 2: GEOMETRY			KEY STAGE: 1- 2		
ATTAINMENT TARGET: The learner will be able to identify and describe attributes of geometric shapes and apply this knowledge to solve problems in a variety of situations.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	3-D SHAPES						
	Describe, name and classify 3-D shapes based on observations.	Classify 3-D shapes according to their own criteria and explain criteria used.	Classify and identify, by name, regular 3-D shapes according to given criteria	Classify and identify by name properties of regular 3-D shapes	Describe the differences/similarities between 3-D shapes in relation to their propertie	Investigate the nets of regular 3-D shapes	Apply understanding of 3-D shapes to construct models.
	2-D SHAPES						
	Sort and classify 2-D shapes based on observation and use them to make simple patterns and pictures.	Sort 2-D shapes and investigate patterns and pictures that can be made from them.	Classify and identify, by name, regular 2-D shapes according to given criteria	Investigate properties of 2-D shapes in terms of sides and lines of symmetry.	Investigate properties of 2-D shapes in terms of lines and angles	Investigate properties of triangles in terms of angles and sides	Create and solve simple problems with 2-D.

SUBJECT	MATHS	STRAND 3: MEASUREMENT			KEY STAGE: 1- 2		
ATTAINMENT TARGET: The learner will be able to make and use estimation and accurate measurement using appropriate instruments and units to solve problems in a variety of contexts.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LENGTH						
	Describe and compare the length of different objects using appropriate vocabulary	Estimate and measure length of different objects using non-standard units	Estimate and measure the length, of different objects using basic standard units.	Estimate and accurately measure length and distances using standard units	Estimate and accurately measure length and distances and calculate perimeter using standard units	Create and solve problems using different units of length	Create and solve problems using standard units of length
	AREA						
		Compare sizes of shapes by direct comparison	Use basic 2-D shapes to cover surfaces	Use 2-D shapes to cover surfaces	Develop concept of area	Find areas of simple shapes using counting methods	Solve simple real life problems involving area
	CAPACITY/VOLUME						
	Describe and compare the capacity of different containers using appropriate vocabulary	Estimate and measure the capacity of different objects using non-standard units	Estimate and measure the capacity of different objects using basic standard units	Estimate and accurately measure capacity using basic standard units	Compare capacities of different objects using basic standard units	Create and solve real life problems involving basic standard units of capacity	Create and solve real life problems involving basic standard units of capacity
	MASS						
	Describe and compare the mass of different objects using appropriate vocabulary	Estimate and measure mass of different objects using non-standard units	Estimate and measure the mass of different objects using basic standard units	Estimate and accurately measure mass using standard units	Compare the relationships among the more commonly used units of mass	Create and solve real life problems involving the use of basic standard units of mass	Create and solve real life problems using the standard units of mass
	TIME						
	Sequence events using vocabulary appropriate to age in familiar contexts	Tell and write time appropriate to age and use a calendar to obtain simple information	Tell and write time appropriate to age and solve simple problems involving time	Tell time in different ways appropriate to age; create and solve time related problems	Find duration between events and develop an understanding of the relationship between different units of time	Create & solve time-related problems	Solve time-related problems with speed and accuracy
	MONEY						
	Solve simple real life problems involving representation and combination of coins up to 10c	Create and solve real life problems involving representation and combination of coins.	Create and solve real life problems involving representation and combination of coins and giving of change.	Create and solve real life problems involving simple calculations of money	Create and solve real life problems involving calculations for buying and selling items	Create and solve real life problems involving the calculation of bills and change	Create and solve real life problems involving simple profits and losses

Standard units = Metric: metres, kilograms, litres etc.

Imperial: Yards, pounds, gallons

Non-standard units = hand spans, cupfuls, etc.

SUBJECT	MATHS	STRAND 4: STATISTICS AND DATA HANDLING			KEY STAGE: 1- 2		
<u>ATTAINMENT TARGET:</u> The learner will be able to use a variety of strategies to collect, organise, analyse, and interpret data to make decisions and solve problems.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	DATA COLLECTION						
	Collect simple data through observations and describe results orally.	Collect simple data through observations and record results.	Collect simple data through observation and interview and record results.	Collect data through observation and interview and record results.	Collect data to solve simple problems through observation and interview	Collect data to solve simple problems using a variety of methods	Collect data to solve problems involving using a variety of methods
	DATA REPRESENTATION AND INTERPRETATION						
	Compare data orally.	Use pictures and simple charts to represent and compare data.	Use, construct and interpret simple charts and pictographs	Use, construct and interpret simple pictographs, charts and tables.	Use, construct and interpret pictographs and charts using simple scales	Use, construct and interpret simple graphs using simple scales	Use, construct and interpret simple graphs using a variety of methods

SUBJECT	MATHS	STRAND 5: PATTERNS, FUNCTIONS & ALGEBRA			KEY STAGE: 1- 2		
ATTAINMENT TARGET: The learner will be able to identify, describe and represent patterns and relationships to solve problems with speed and accuracy using a variety of strategies							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 ALGEBRAIC EXPRESSION						
	Discuss how one number relates to another in familiar situations	Describe the relation of one number to another in familiar contexts	Use simple diagrams to show relation of one number to another in familiar contexts	Use diagrams to show relation of one number to another in familiar contexts	Use graphs to show number relationships and solve simple real life problems	Show number relationships using given information	Show and apply number relationships between numbers using a variety of different methods
	LO 2 FUNCTIONS						
	Observe and talk about patterns and shapes in familiar situations	Identify and create simple patterns using a variety of materials.	Predict missing elements of simple patterns or sequences	Build simple number patterns and sequences	Solve simple problems based on number patterns	Create and solve simple problems based on number patterns	Investigate number patterns

SCIENCE

Key Stages 1 & 2

LEARNING OUTCOMES

K - Grade 6

SUBJECT: SCIENCE STRAND: 1 – LIFE SCIENCE KEY STAGE: 1-2							
ATTAINMENT TARGET: The learner will be able to confidently apply scientific and technological knowledge and skills, in everyday situation, to demonstrate an appreciation of diversity and inter-relationships in the environment.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE : 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 LIVING THINGS IN THE ENVIRONMENT						
	Differentiate between living and non-living things	Describe the external structures of some living things.	Describe things in the local environment using different sense organs.	Investigate the habitats of plants and animals	Describe the ecosystem of the local environment	Explain the importance of the ecosystem in maintaining the environment	Research the changes in an ecosystem that can affect life
	LO 2 PLANTS AND ANIMALS						
	Identify plants and animals as living things.	Describe familiar plants and animals and discuss their needs	Describe and explain the growth and development of some plants and animals.	Describe and explain plant propagation using common plants	Describe and explain the importance of growth, development & reproduction of plants, animals and humans.	Investigate and describe the local ecosystem with respect to animals and plants.	Explain the factors which influence the size of plant, animal and human population
	LO 3 ADAPTATIONS OF ORGANISMS						
	Observe and discuss animals & plants in their local environments	Group plants and animals according to given criteria	Explain how plants and animals survive in their environment.	Demonstrate different ways that plants and animals interact in their local environment	Explain and discuss simple cell structure of organisms	Develop a basic understanding of the major organs of the body and their functions	Demonstrate an understanding of the various body systems

SUBJECT: SCIENCE STRAND: 2 EARTH AND SPACE SCIENCE KEY STAGE: 1-2							
<u>ATTAINMENT TARGET:</u> The learner will be able to effectively apply scientific and technological knowledge to critically interpret and evaluate space exploration and the natural phenomena associated with the earth's structure.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE : 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 WEATHER AND CLIMATE						
	Discuss changes in the weather.	Discuss and use simple instruments to measure weather conditions	Construct and use instruments to observe and record weather conditions.	Compare weather conditions in different parts of Dominica	Construct and use different instruments to record the weather and interpret the results.	Explain the inter-relationship between weather + climate.	Investigate in different ways the effect of climate on plant and animal life
	LO 2 RESOURCES						
	Describe resources that are used by humans.	Use material resources to produce different things	Develop useful objects using resources in the environment in a sustainable way	Demonstrate an understanding of earth's resources & their sustainability	Investigate the physical properties of water and air	Understand the water cycle and show how human activities affect the same.	Discuss and explain humans' role in causing pollution & their responsibility for reducing it
LO3 SOLAR SYSTEM							
	Demonstrate an understanding that the sun, earth and moon are parts of the Solar System.	Discuss simple characteristics of the earth as a planet in the Solar System.	Describe and represent the movement of the earth relative to the sun.	Develop an awareness of the moon cycle	Understand how the earth, sun and moon work together to form night and day	Describe the planets of the solar system	Research and Explore other systems in space to benefit humanity

SUBJECT: SCIENCE STRAND: 3 PHYSICAL SCIENCE KEY STAGE: 1-2							
ATTAINMENT TARGET: The learner will be able to confidently demonstrate through the application of scientific and technological skills a practical understanding of properties of matter.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE : 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1			ENERGY			
	Demonstrate an understanding of energy in the context of the changes taking place around us.	Construct and operate devices that produce/use and convert energy	Design and make simple devices powered by different sources of energy.	Investigate fuels and the sun as sources of heat and light energy	Investigate ways in which heat and light affect matter	Demonstrate in different ways how electricity is produced in simple circuits.	Demonstrate that energy can be transferred from place to place in different forms
	LO 2			FORCES			
	Develop an understanding of forces exerted by their own bodies and other objects.	Describe and evaluate the various effects of forces.	Demonstrate the effects of forces on common structures & mechanical devices	Demonstrate that objects can exert forces on other objects from a distance.	Demonstrate that the effect of forces varies with the size of the force	Undertake experiments to alter the shape and strength of structures to minimise the effect of forces	Construct simple machines to make work easier and make a presentation
	LO 3			MATTER			
	Identify some materials found in the environment	Describe the properties of some materials found in the environment.	Demonstrate changes in the states of matter	compare weights and capacities of familiar objects	Investigate the differences between various mixtures.	Classify changes as reversible and non-reversible	Investigate changes in matter.

SUBJECT: SCIENCE		STRAND: 4 AGRICULTURE SCIENCE		KEY STAGE: 1-2			
ATTAINMENT TARGET: The learner will be able to apply scientific and technological knowledge and skills to identify and solve practical problems related to the sustainable use of agricultural resources to facilitate production, distribution and marketing to meet the needs of society.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE: 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 AGRICULTURAL PRACTICES						
	Demonstrate practical knowledge and skills related to Agriculture & agricultural workers	Develop practical knowledge of the activities that are related to land preparation.	Describe the different products obtained from plants and animals used in agriculture.	Investigate the conditions necessary for the germination of seeds	Design and carry out a plan for pre-planting activities in agriculture	Demonstrate an understanding of the composition and structure of soils	Demonstrate an understanding of the different types of soil and their importance to agriculture.
	LO 2 CROPS						
	Describe plants used in agriculture in Dominica	Demonstrate an understanding that plants are used to produce food in agriculture	Classify various types of plants based on given criteria.	Demonstrate the economic importance of crops to Dominica	Demonstrate an understanding of the nutritional needs of plants	Investigate the nutritional values of crop groups	Research various agents that cause diseases in plants and make presentations
	LO 3 ANIMALS						
	Recognise that animals are important to agricultural development.	Demonstrate an understanding that animals are used to produce food in agriculture.	Classify animals according to their use in agriculture.	Use agronomic practices to control pests and diseases in agriculture	Care for different types of animals used in agriculture	Investigate fish farming as an aspect of agriculture	Demonstrate an understanding of the fishing industry to agriculture through projects

SOCIAL SCIENCES

Key Stages 1 & 2

LEARNING OUTCOMES

K - *Grade 6*

SOCIAL SCIENCES: STRAND 1 CIVIC IDEALS & PRACTICES KEY STAGE 1-2							
ATTAINMENT TARGET: CIVIC IDEALS & PRACTICES							
The learner will be able to demonstrate knowledge, understanding and appreciation of their civic responsibilities.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE : 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 PATRIOTISM						
	Demonstrate and appreciate love for country.	Describe and appreciate aspects of their national identity.	Understand and appreciate their role in nation building.	Explain and appreciate the relevance of their national identity.	Examine the relevance of some of our national symbols.	Demonstrate understanding and appreciation for some aspects of their island's culture.	Recognise and appreciate the importance of preserving our national identity.
	LO 2 COOPERATION						
	Demonstrate the ability to work & play together at home & in the classroom and show respect for self and concern & tolerance to others.	Demonstrate understanding of the importance to work & play together in school and show respect for self and concern and tolerance for others.	Demonstrate the ability to work & play together in the community, showing respect for self and concern and tolerance for others.	Demonstrate the ability to work for the benefit of their country, showing respect for self and concern and tolerance for others.	Demonstrate understanding of the importance of a cooperative.	Examine the history of cooperatives in their country.	Recognise and appreciate the importance of cooperation for their country's development.
	LO 3 RIGHTS/RESPONSIBILITIES AND GOVERNANCE						
	Demonstrate understanding of their rights & responsibilities in the home and the need for leaders at home	Understand their rights and responsibilities at school and show respect for leaders in authority.	Recognise that their rights and that of others should be respected by the community and that all leaders must be respected.	Recognise and appreciate the persons /groups who protect their rights .	Examine the role of citizens in the electoral process.	.Recognise the importance of preserving our rights and appreciate the role of law makers	Examine the role of citizens in the electoral process.
	LO 4 GROUPS						
	Recognise the family as a group and explain the role of each member.	Differentiate between groups at home and school and explain the role of individuals in these groups.	Recognise and appreciate the importance of community groups.	Demonstrate understanding and appreciation of the functions of groups.	Recognise and appreciate the functions and importance of leaders.	Examine the contribution of social groups to their country's development.	Recognise and appreciate that their country belongs to different organisations.

SOCIAL SCIENCES: STRAND 2: LOCATION, PLACES, PEOPLE KEY STAGE 1-2							
ATTAINMENT TARGET: LOCATION, PLACES, PEOPLE							
The learner will be able to demonstrate an understanding of their identity in terms of family life and social groups, location and its relationship with the weather and historical background through inquiry into origins, religion, cultural beliefs and social practices.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE: 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 LOCATION						
	Describe the location of their home.	Describe the location of their school and important places in it.	Describe the location of their community in relation to another and their island	Read a map of Dominica; explain the location of places in their country and its impact on the people.	Examine the location of Dominica in relation to the Caribbean and its importance.	Recognise that the location of any place in the world is related to landmasses and water bodies.	Examine the location of some physical regions of the world and their impact on the people who live there.
	LO 2 PHYSICAL EARTH, NATURAL PHENOMENA AND CLIMATE						
	Describe things related to the weather and explain some ways that humans interact with these.	Understand that the weather changes daily and influences man's activities.	Examine how water, land and air impact on the weather, earth and man's activities.	Recognise that the earth is like a globe and has many features which impact on mans' activities.	Investigate conditions of the earth which impact man and describe the role of disaster preparedness and management.	Recognise that the climatic conditions of the earth. are different and impact on mans' activities.	Investigate the climate of some physical regions of the world and the natural phenomena associated with each.
	LO 3 PEOPLE AND ORIGIN						
	Recognise that we all have personal ancestors.	Recognise that our personal ancestors are part of our history.	Recognise that we special groups of people who are ancestors.	Understand the contribution of other ancestors to the development of their country.	Explain the major characteristics of the Dominican population	Examine and appreciate the diversity of the Caribbean population.	Examine and appreciate the diversity of the world population.

SOCIAL SCIENCES:		STRAND 3: RESOURCES		KEY STAGE 1-2			
ATTAINMENT TARGET: RESOURCES							
The learner will be able to understand the sustainable use of resources and their effects on human activities & the environment.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE: 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 TYPES, USES, AVAILABILITY AND ALLOCATION						
	Demonstrate the understanding and use of and show appreciation for resources in the house, yard and neighbourhood	Recognise and group resources found in their school and surroundings	Recognise the interdependence of resources and appreciate that resources can become scarce	Recognise and appreciate the major resources in their country and their uses.	Understand and appreciate the major resources of Caribbean islands and their uses.	Examine and appreciate the major resources of the world and how they are used.	Evaluate the distribution and uses of the world's resources.
	LO 2 CONSERVATION/PRESERVATION						
	Understand and appreciate the importance of conservation practices used in the home.	Recognise and appreciate their responsibility in conserving and preserving the resources in their school/ neighbourhood.	Describe conservation /preservation practices in their community.	Demonstrate understanding of the importance of conserving/ Preserving the natural and man-made resources in their country.	Recognise that there are laws to conserve and preserve resources in their country.	Examine the conservation/ preservation practices in the Caribbean.	Evaluate conservation / preservation practices of resources in the world.
	LO 3 ECONOMIC ACTIVITY						
Describe the work and occupation of people in their family and appreciate the value of work and those who work	Recognise and appreciate that the school has many workers and that money is needed for its functions.	Understand the community provides opportunity for economic activities for its people and the development of the community	Explain and appreciate the importance of economic activities to their country.	Examine the production and provision of some goods and services in their country.	Demonstrate an understanding of the mutual benefits of economic activities in the Caribbean.	Understand and appreciate the mutual impact of economic activities on the Caribbean and world.	

SOCIAL SCIENCES:		STRAND 4: SOCIAL ISSUES AND CHANGE			KEY STAGE 1-2		
ATTAINMENT TARGET: SOCIAL ISSUES & CHANGE							
The learner will be able to think critically and participate in exploring social issues and their impact on society from different perspectives to better understand the cause and effect of social change and to contribute positively to the development of the nation.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE: 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 SOCIAL ISSUES						
	Understand and appreciate that those social issues which affect families can be resolved..	Recognise and appreciate that social issues affecting them at school must be resolved.	Recognise and appreciate that community problems can be resolved through mutual respect, concern and tolerance	Determine how social issues in one community may affect others and how they may be resolved.	Investigate some of the major social issues affecting Dominica and their impact on the country’s growth.	Examine causes of social issues that affect the country and identify ways to create awareness among its people.	Recognise and appreciate the groups in their country who help resolve different social issues.
	LO 2 SOCIAL CHANGE						
	Understand and appreciate that changes take place at home.	Understand and appreciate the reasons for changes that take place in schools	Recognise that their community is changing and understand the reasons for the changes.	Explain and appreciate some of the major changes, which have taken place in their country.	Examine some changes, which have taken place in the way of life of Dominicans.	Explain the various ways in which change influences Caribbean people.	Examine how change in the world impact upon the Caribbean.

VISUAL & PERFORMING ARTS

Key Stages 1 & 2

LEARNING OUTCOMES

K - Grade 6

SUBJECT VISUAL AND PERFORMING ARTS STRAND: 1 ART AND CRAFT KEY STAGE: 1-2 JULY 15 2005							
ATTAINMENT TARGET: The learner will be able to work individually and collaboratively using the environment to develop an interest in and an appreciation for art and craft through designing, drawing, painting and creating patterns, pictures and craft objects.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE : 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO1 CREATING						
	Express themselves by using different materials	Express themselves by using various patterns, shapes and objects.	Express themselves by using patterns, materials to create 2-dimensional objects	Express themselves through shapes, lines shading & textures.	Draw to portray experiences from real life and literature	Express themselves by drawing & painting familiar 2/3 dimensional figures.	Express themselves through drawing, painting printing to convey feelings, thoughts and experiences.
	LO2 COLOURS						
	Identify, discuss and use basic colours and a variety of lines	Identify, discuss and use primary colours to create and appreciate new colours	Investigate the effects of mixing primary and secondary colours; express preferences and give reasons..	Demonstrate the ability to categorise, use and appreciate a wide range of colours	Categorize colours into different group types	Identify the basic characteristics of colour and display the knowledge in different ways.	Use their knowledge of colour to undertake a group project to enhance a presentation for the public.
	LO3 USE A COMBINATION OF SHAPES TO CREATE PATTERNS						
	Use a combination of shapes to create patterns	Use a combination of shapes to create patterns, objects and visuals.	Formulate patterns to create their own designs	Use a variety of materials to create models and basic patterns	Follow and give simple directions to create a pattern/model	Create designs and models using various items from the environment	Research products relevant to a problem and produce items to resolve the problem using a variety of materials

SUBJECT	PERFORMING & VISUAL ARTS		STRAND: 2	MUSIC	KEY STAGE: 1-2		
<u>ATTAINMENT TARGET:</u> The learner will be able to create and develop an appreciation for music by participating, performing and responding to sounds in the environment.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE : 3	GRADE: 4	GRADE: 5	GRADE : 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO1 LISTENING						
	Explore and imitate sounds in the environment	Identify, imitate and describe a variety of sounds in the environment	Demonstrate the ability to order sounds.	Identify , discuss and appreciate a meter of rhythmic phrases and simple melodies	Identify & write meters of rhythmic phrases and melodies	Listen and Sing / play the notes of the C major scale on an instrument	Identify, discuss and appreciate music based on the notes of the D & G major scale sung or played on an instrument
	LO2 CREATING						
	Use a variety of materials to produce fun music	Organise sounds using various elements of music	Compose a tune using two or more elements	Make expressive use of some musical elements	Compose music in simple time using the 5-note (pentatonic) scale	Compose music using notes of the C and G major scale	Compose music in the C and G major scale
	LO3 PERFORMING						
Respond to music by performing a variety of fun activities	Respond to musical selections with appropriate actions	Use percussion to accompany music	Demonstrate maintenance of rhythm while singing or playing an instrument	Use an instrument to play or accompany a specific melody	Interpret, perform & critically evaluate simple musical scores through song or instrument	Sing, play simple compositions to entertain others & critically analyse performances of self & others	

SUBJECT VISUAL AND PERFORMING ARTS STRAND: 3 DRAMA KEY STAGE: 1-2							
<u>ATTAINMENT TARGET:</u> The learner will be able to develop knowledge and skills, value and appreciate drama through the creative use of the body and imaginative potential.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO1 MOVEMENT						
	Demonstrate body awareness through a variety of fun activities	Identify, discuss & use a variety of body movements to express self.	Combine mime and movement to enhance creative self-expression	Use bodies to communicate messages and experiences	Use bodies to communicate messages, feelings, and emotions.	Use bodies to illustrate the effects of social issues through drama	Plan and give a group performance utilising body movements, sensory awareness etc
	LO2 VOICE						
	Demonstrate ability to use voice for various purposes	Use knowledge of how the voice works to practice clear expressive speech	Use voice to practice clear expressive speech	Use voice to express self freely and effectively	Express themselves freely & effectively on matters affecting their lives. .	Demonstrate use of appropriate language for solving everyday problems	Participate in public speaking at school or national level
	LO3 PERFORMANCE						
	Convey awareness of self and their physical space through the senses	Demonstrate the ability to perform in groups cooperatively and collaboratively.	Express a variety of feelings	Explore feelings and emotions through different media.	Perform and respond in different ways to one's own work and that of others.	Critically analyse various dramatic presentations	Use their visual and performing arts knowledge and skills to create and perform a drama for others.

HEALTH & FAMILY LIFE EDUCATION

Key Stages 1 & 2

LEARNING OUTCOMES

K - *Grade 6*

HEALTH AND FAMILY LIFE EDUCATION: STRAND 1: SOCIAL, EMOTIONAL AND SPIRITUAL WELL-BEING							
ATTAINMENT TARGET: The learner will be able to demonstrate knowledge, understanding and appreciation of their civic responsibilities.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE : 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO1 PERSONAL /EMOTIONAL WELL BEING						
	Display an awareness of self and emotions	Demonstrate basic social skills in developing good relationships with family members and others.	Exhibit behaviours & attitudes that reflect positive self esteem and ways of coping with emotions	Demonstrate self confidence and responsibility in building good relationships.	D Demonstrate good self image & sensitivity when communicating with others to resolve conflict	Demonstrate sensitivity to people of diverse backgrounds	Demonstrate abilities to cope with changes and the emotions that may cause conflict
	LO 2 SPIRITUAL WELL BEING						
	Show reverence according to one's faith	Recognise different ways of showing reverence according to one's faith	Demonstrate awareness and respect for each other's religious faiths	Demonstrate awareness of what is right and wrong according to one's own faith	Show tolerance and respect for other people's faiths and beliefs	Examine the major similarities and differences in various religious faiths in our country	Engage in activities to demonstrate moral values
	LO 3 SOCIAL WELL BEING						
	Build good relationships at home and school	Recognise and appreciate the positive qualities of different people	Maintain lasting positive relations with others at home and school	Participate in meaningful activities to help themselves and others to develop positively	Demonstrate work spirit through participation in group activities at school	Participate in activities in the community to support others	Undertake a collaborative group project to achieve a common goal
	LO4 ADULT LIFE / WORK & CAREERS						
	Demonstrate awareness of the variety of jobs/work people do at home	Identify and talk about the tools and equipment used by different workers in the community	Identify jobs in the community and discuss the basic knowledge and skills needed to perform them well	Classify different categories of jobs in terms of their contribution to self, family and society	Compare the skills needed to perform the jobs that interest them	Discuss the different categories of jobs that suit different personalities and link to school knowledge and skills	Examine the benefits & satisfaction derived from helping at home and later having a job.

HEALTH AND FAMILY LIFE EDUCATION: STRAND 2: APPROPRIATE EATING & FITNESS							
ATTAINMENT TARGET: The learner will be able to recognise and appreciate the benefits of appropriate dietary and fitness habits to promote healthy lifestyles for themselves, their families and the nation							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE : 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO1 DRUGS						
	Demonstrate an awareness of drugs	Show awareness of the dangers of certain drugs	Describe simply the effects of drugs and other substances on the individual	Understand that drugs and other substances can lead to addiction	Explain the effects of drugs and other substances on the individual and the family	Examine strategies that may prevent substance abuse	Use drug prevention strategies to raise awareness of the effect of substance abuse
	LO2 NUTRITION						
	Appreciate the need to eat nutritional meals every day	Realise that our bodies need different types of food to remain healthy	Identify and discuss nutritious choices from commonly available foods and drinks	Explain the benefits of nutritious foods and drinks to the individual and family	Plan a meal for a family with a specific budget	Examine the need for different balanced diets according to age and health condition	Critically analyse different ways of using the family income to provide healthy eating for all.
	LO3 FITNESS, REST AND HYGIENE						
	Engage in body movements that enhance fitness	Understand that rest, exercise fresh air and good hygiene habits contribute to a healthy body	Engage in daily activities to maintain personal health & fitness	Apply hygiene & fitness practices at home and school	Conduct a group research to understand the benefits of diet, training, hygiene and rest	Demonstrate ways that they can incorporate hygiene and fitness practices into their daily lives	Investigate choices of diet, fitness and hygiene practices in the community and develop strategies to balance poor practices into their lives

HEALTH AND FAMILY LIFE EDUCATION: STRAND 3: SEXUALITY AND SEXUAL HEALTH							
ATTAINMENT TARGET: The learner will be able to develop a critical understanding of human sexuality, analyse the influence of socio-cultural and economic factors on the expression of sexuality and demonstrate the ability to make appropriate choices relating to their sexual well-being							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE : 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 GENDER AND SEXUALITY						
	Discuss the similarities and differences between male and female	Examine and compare gender roles and responsibilities within the family	Explain what makes one male or female	Discuss the different types of jobs associated with males and females	Explore different emotions, their causes and ways to handle them	Describe physical and emotional changes that occur in the body during puberty and how to cope with them	Research myths and concepts in Dominica and the region relating to gender & sexuality
	LO 2 SEXUAL BEHAVIOUR						
	Demonstrate an appreciation of and respect for their bodies and those of others	Appreciate themselves for who they are and develop positive sexual values	Use social skills in protecting themselves against sexual abuse	Demonstrate some understandings of the concept of sex and situations that that can put them at risk for sexual abuse	Demonstrate the use of appropriate strategies for resisting unwelcome sexual advances	Demonstrate ways through they can show respect for their bodies and those of others	Analyse the consequences of inappropriate sexual behaviour and make a presentation to others.
LO 3 COMMUNICABLE DISEASES/HIV AND AIDS							
	Demonstrate an awareness of HIV and AIDS	Understand that HIV AIDS can be contracted by everyone	Demonstrate empathy towards others who are infected and affected by HIV and AIDS	Identify and discuss the different ways through which HIV & STIs can be contracted	Discuss preventative methods for contracting HIV AIDS and other STIs and share with others	Investigate and develop strategies to prevent contraction of sexually communicable diseases	Apply strategies to fight stigma and discrimination by demonstrating tolerance for those who have contracted HIV and AIDS and other STIs

HEALTH AND FAMILY LIFE EDUCATION: STRAND 4 : MANAGING THE ENVIRONMENT							
ATTAINMENT TARGET: The learner will demonstrate the use of acquired life skills and positive attitudes in responding to challenges in the environment, make informed decisions using local, regional and global issues to ensure that the environment is sustained for use by present and future generations							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	GRADE : 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 ENVIRONMENTAL AWARENESS						
	Appreciate the beauty of home and school environment	Discuss ways to enhance the beauty of home and school surroundings	Show appreciation for a clean and healthy environment and ways to keep it beautiful.	Describe the potential dangers of environmental practices on our health	Demonstrate an understanding of and help promote healthy practices within the school and home environment	Demonstrate an understanding of the contribution that the environment makes to a healthy lifestyle	Investigate the ways in which economic activities can enhance or destroy the environment
	LO 2 SAFETY						
	Discuss the factors that contribute to a safe and healthy environment at home and school	Demonstrate ways in which a safe and healthy environment impacts positively on their lives and those of others in the community	Demonstrate health and safety measures for living in harmony with the environment	Examine situations and practices which contribute to a safe and healthy environment	Develop and apply strategies which will promote protection of the environment	Examine ways to help control the spread of common diseases caused by living in an unhealthy and unsafe environment	Conduct a research on the safety and security of your local community and recommend ways to maintain or improve the safety and security for all residents

PHYSICAL EDUCATION & SPORTS

Key Stages 1 & 2

LEARNING OUTCOMES

K - *Grade 6*

SUBJECT: PHYSICAL EDUCATION AND SPORTS			STRAND: PHYSICAL EDUCATION			KEY STAGE: 1- 2	
ATTAINMENT TARGET: Students will acquire skills through a variety of appropriate movement activities, appreciate the health benefits that result from physical activity and interact positively with others.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	.GRADE: 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 - HEALTH, FITNESS AND SAFETY						
	Experience the effects of various colors and material for sporting attire and the causes and the effects of dehydration and rehydration.	Discuss/understand the need for proper hygiene before, during and after P.E. and Sports and the importance of fruits and vegetables in an athlete’s diet. (<i>Link with HFLE</i>)	Develop an appreciation for First Aid and the importance of basic first aid techniques for cuts and bruises and differentiate between energy foods and building/protecting foods.	Discuss the importance of preventing injuries and identify foods in the various food groups (<i>link with Science</i>)	Demonstrate the ability to deal with injuries such as bruises and cuts and explain the use of food from the various food groups.	Recognise injuries related to muscles and joints and discuss why specific foods are necessary for athletes.	Recognise serious injuries such as broken bones, eye injuries, etc.
	LO 2 MOVEMENT AND MOTOR SKILLS						
	Experience locomotor skills through a variety of activities and using a variety of body parts (eg. Walking, jumping, creeping running, receiving, retaining, rolling, bringing,)	Experience and develop locomotor skills through a variety of activities and using a variety of body parts (eg. Walking, jumping, running, receiving, retaining, throwing)	Select and perform 1. -locomotor skills in a variety of activities and 2.- ways to receive, retain, throw, etc. using a variety of body parts individually and with others.	Perform proper warming and flexibility exercises and Demonstrate ways to receive, retain, and send an object using a variety of body parts and implements individually and with others using own techniques (<i>creativity</i>)	Consistently and confidently perform locomotor skills and combinations of skills by using elements of body and space awareness and effort to improve performance individually and in small groups to achieve a common goal.	Consistently and confidently perform locomotor skills and combinations of skills in competition settings	Demonstrate ways to receive, retain and send an object with increasing control and accuracy.

SUBJECT: PHYSICAL EDUCATION AND SPORTS		STRAND: SPORTS		KEY STAGE: 1- 2			
ATTAINMENT TARGET: Develop basic skills required for effective participation and demonstrate an appreciation for sports as a recreational activity thus fostering social interaction.							
We will know that the learner has achieved this attainment target when she/he can	K	GRADE: 1	GRADE: 2	.GRADE: 3	GRADE: 4	GRADE: 5	GRADE: 6
	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES	LEARNING OUTCOMES
	LO 1 – TO ACQUIRE BASIC SKILLS AND COMPETENCIES FOR EFFECTIVE PARTICIPATION IN INDIVIDUAL SPORTS						
	Experience the basic skills of running, bringing, carrying jumping, swimming, etc. in a variety of environments	Demonstrate the basic skills of running, throwing, jumping, swimming in a variety of environments and using various equipment.	Select and perform basic skills of running, throwing, jumping swimming in a variety of environments and using various equipment.	Develop the ability to run long distances (endurance), throw and jump with different styles.	Select perform and refine basic skills in individual activities, (cross country, sprints, etc.	Develop jumping and throwing skills for individual athletic event. (discuss, javelin, shotput, fosbury etc.)	Demonstrate activity specific skills in a variety of individual activities.
	LO 2 - TO ACQUIRE BASIC SKILLS AND COMPETENCIES FOR EFFECTIVE PARTICIPATION IN TEAM SPORTS REQUIRING A BIG BALL						
	Demonstrate an understanding, love and appreciation for sports involving big balls (football, b-ball, v-ball, netball, etc.)	Demonstrate the ability to receive and control the ball	Demonstrate the ability to receive and pass the ball	Demonstrate offensive and defensive abilities (scoring and defending – stealing, blocking, tackling, etc.)	Demonstrate the ability to move, dribble and pass the ball and understand key positions on the playing area/s.	Understand and appreciate the importance of teamwork, rules and infringements by participating in small games.	Demonstrate an understanding of “fair play” through small sided team-games.
	LO 3 - TO ACQUIRE BASIC SKILLS AND COMPETENCIES FOR EFFECTIVE PARTICIPATION IN TEAM SPORTS REQUIRING A BAT						
	Demonstrate an understanding, love and appreciation for sports and games involving bats (tennis, cricket, rounders, etc.)	Demonstrate an understanding of basic concepts involved in sports requiring bats	Demonstrate various skills acquired in sports involving bats.	Demonstrate specific skills in sports requiring bats	Demonstrate proper grips when holding various bats.	Understand and demonstrate the importance of teamwork, rules and infringements involved in sports with bats	Demonstrate an understanding for fair competition through small sided games.