

**LEARNING OUTCOMES
FOR
PRIMARY SCHOOLS

YEARS 1 – 6**

Subjects

Art and Design

Drama

English

ICT

Maltese

Mathematics

Music

Personal and Social Development

Physical Education

Primary Science

Religion

Social Studies

Technology Education

LEARNING OUTCOMES FOR ART AND DESIGN

THE ART AND DESIGN PROGRAMME

For Primary Schools

Rationale

Art is the visual language. It is a non-verbal universal means of communication transcending the barriers of time and space. It involves the senses of sight and touch .It deals with the process of perception where images and forms, conveying multi-layers of meaning, are created.

Unlike other subjects that predominantly explain the world in terms of literacy and numeracy, art is a non-discursive mode of knowing. Pupils use colour, form, texture pattern, line, tone, shape and space together with different materials and processes to communicate what they see, feel and think.

Art supports the individual-it values diversity and every personal response has value. it celebrates and fosters sensitivity towards cultural differences.

Art and Design has four general categories of aims.

Aesthetic, Perceptual, Technical and Personal and Social.

Aesthetic aims

Through Art and Design learners understand and use the language of aesthetics. This will enable them to comprehend the nature and function of art forms to better understand their work and that of others within a historical context and within the context of their own environment and culture.

Perceptual Aims

The learners are provided with the perceptual skills needed to understand and respond to art and design forms and to the visual environment through visual, tactile and sensory experiences.

Technical aims

The learners are taught the necessary skills involved in the use of tools and materials and the manipulation of the latter.

Personal and Social aims.

The quality of the children's learning is improved since the subject challenges their abilities to create and imagine, think, perceive, make decisions, work through problems etc. It heightens and improves their perception of the world and their reactions and responses to it.

General Aims

Art and Design should stimulate creativity and imagination and should provide all learners with opportunities:

To develop and translate an idea/ thought /concept into a tangible visible form or image.

To enjoy and appreciate their own art and that of others.

To become aware of the influence of place, time, culture, and material on the images and objects invented and created by artists, designers and craftspeople.

To consider, select, and organize materials and media.

To develop knowledge of techniques, processes and skills appropriate to the activity in hand and to the learners' stage of development, in an environment which stimulates awareness and imagination.

To use feelings, imagination and memory to develop, express and communicate ideas and solutions.

To become more aware of the visual environment and their relationship to it.

Assessment should be linked to the **Learning Outcomes** and **Notes** i.e.: **Aesthetic awareness, Use of Materials Techniques Skills and Media; Expression** of Feelings, Ideas, Thoughts and Solutions; **Evaluation and Appreciation.**

These outcomes encompass the technical, creative and critical development of learners. Assessment should therefore be concerned with learners' ability to:

- Select, control and use media, techniques and skills appropriate to the task
- Generate, investigate and communicate their own ideas and show that they can develop and sustain them in a variety of ways
- Describe significant features of their own and others' work and make informed judgments and choices

Assessment approaches will include:

- Observation of on-going work and ways of working
- Observation of completed works
- Discussion of their work and responses with learners
- Assessment of learners' responses to special assignments or tasks

In Art and Design the learner should be assessed on:

- The preparation and selection of materials for a task
- The learner's attitude and perseverance
- The learner's ability to generate ideas
- The quality and characteristics of the realized product.

Assessment will therefore be tied to the teacher's careful observation of learners at work and in any way she or he decides to keep a record of such observations. The last two strands of Evaluation and Appreciation may be assessed through discussion with and among learners.

Since Art and Design produces tangible results, evidence for assessment should take the form of:

Folders; sketchbooks; portfolios and collections of the various stages of the learner's work and the finished product; working-diaries with drawings, photos and notes in Maltese and English showing the process and progress of a certain type of work; video recordings where applicable (e.g. installations, happenings, raku-firings, linking with other subjects etc.)

Learners should also be involved in the process of assessment and know how and why they are being assessed by teachers. If used with care, self-assessment can also be valuable to foster independent learning and critical skills. This can take the form of discussion, set criteria or, in the case of younger or less confident learners, a list of questions to ask themselves. With older learners, self-assessment and peer-assessment works best when the criteria against which they will make their critical evaluation is negotiated, discussed and understood beforehand.

Art and Design - Learning Outcomes for Year 1

1.1 AESTHETIC AWARENESS THE ELEMENTS OF VISUAL LANGUAGE.	1.2 USE OF MATERIALS, TECHNIQUES, SKILLS AND MEDIA.	1.3 EXPRESSION OF FEELINGS, IDEAS THOUGHTS AND SOLUTIONS.	1.4 EVALUATION AND APPRECIATION
1.1.1 Knowledge and understanding the elements of visual language.	1.2.1 Investigating visually and recording.	1.3.1 Creating and designing	1.4.1 Observing and reflecting.
1.1.2 Development of visual literacy.	1.2.2 Using media	1.3.2 Communicating.	1.4.2 Describing and responding.
1.1.3 Awareness of the expressive arts subjects.	1.2.3 Using the visual elements		

Art and Design - Learning Outcomes for Year 2

2.1 AESTHETIC AWARENESS THE ELEMENTS OF VISUAL LANGUAGE.	2.2 USE OF MATERIALSTECHNIQU ES SKILLS AND MEDIA.	2.3 EXPRESSION OF FEELINGS IDEAS THOUGHTS AND SOLUTIONS.	2.4 EVALUATION AND APPRECIATION
2.1.1 Knowing and understanding the elements of visual language.	2.2.1 Investigating visually and recording	2.3.1 Creating and designing	2.4.1 Observing and reflecting
2.1.2 Development of visual literacy.	2.2.2 Using Media	2.3.2 Communicating	2.4.2 Describing and responding
2.1.3 Awareness of the Expressive Arts Subjects.	2.2.3 Using the visual elements		

Art and Design - Learning Outcomes for Year 3

3.1 AESTHETIC AWARENESS THE ELEMENTS OF VISUAL LANGUAGE.	3.2 USE OF MATERIALS TECHNIQUES SKILLS AND MEDIA	3.3 EXPRESSION OF FEELINGS IDEAS THOUGHTS AND SOLUTIONS.	3.4 EVALUATION AND APPRECIATION
3.1.1 Knowing and understanding the Elements of Visual Language.	3.2.1 Investigating visually and recording	3.3.1 Creating and designing	3.4.1 Observing and reflecting
3.1.2 Development of visual literacy.	3.2.2 Using Media	3.3.2 Communicating	3.4.2 Describing and responding
3.1.3 Awareness of the Expressive Arts Subjects.	3.2.3 Using the visual elements		

Art and Design - Learning Outcomes for Year 4

4.1 AESTHETIC AWARENESS THE ELEMENTS OF VISUAL LANGUAGE.	4.2 USE OF MATERIALS TECHNIQUES SKILLS AND MEDIA.	4.3 EXPRESSION OF FEELINGS IDEAS THOUGHTS AND SOLUTIONS.	4.4 EVALUATION AND APPRECIATION
4.1.1 Knowing and understanding the elements of visual language.	4.2.1 Investigating visually and recording	4.3.1 Creating and designing	4.4.1 Observing and reflecting
4.1.2 Development of visual literacy.	4.2.2 Using media	4.3.2 Communicating	4.4.2 Describing and responding
4.1.3 Awareness of the expressive arts subjects.	4.2.3 Using the visual elements		

Art and Design - Learning Outcomes for Year 5

5.1 AESTHETIC AWARENESS THE ELEMENTS OF VISUAL LANGUAGE.	5.2 USE OF MATERIALSTECHNIQU ES SKILLS AND MEDIA.	5.3 EXPRESSION OF FEELINGS IDEAS THOUGHTS AND SOLUTIONS.	5.4 EVALUATION AND APPRECIATION
5.1.1 Knowing and understanding the elements of visual language.	5.2.1 Investigating visually and recording	5.3.1 Creating and designing	5.4.1 Observing and reflecting
5.1.2 Development of visual literacy.	5.2.2 Using media	5.3.2 Communicating	5.4.2 Describing and responding
5.1.3 Awareness of the expressive arts subjects.	5.2.3 Using the visual elements		

Art and Design – Learning Outcomes for Year 6

6.1 AESTHETIC AWARENESS THE ELEMENTS OF VISUAL LANGUAGE.	6.2 USE OF MATERIALSTECHNIQU ES, SKILLS AND MEDIA.	6.3 EXPRESSION OF FEELINGS IDEAS THOUGHTS AND SOLUTIONS.	6.4 EVALUATION AND APPRECIATION
6.1.1 Knowing and understanding the elements of visual language.	6.2.1 Investigating visually and recording	6.3.1 Creating and designing	6.4.1 Observing and reflecting
6.1.2 Development of visual literacy.	6.2.2 Using media	6.3.2 Communicating	6.4.2 Describing and responding
6.1.3 Awareness of the expressive arts subjects.	6.2.3 Using the visual elements		

LEARNING OUTCOMES FOR DRAMA

THE DRAMA PROGRAMME For Primary Schools

Rationale

Why Drama?

It is a matter of choice really. Do we want our education to be *subject oriented* or *learner oriented*? Through Drama we can get at all subjects and help learner to *really learn* and not merely learn a subject well enough to pass an examination. Through Drama we give the learner first hand experience, creativity is promoted and, therefore, we provide a preparation to life, because the learner is our focus.

Let us remove the myth that one has to be theatrically inclined, or at least, an extrovert in order to teach Drama successfully. There is a wide range of introverts and extroverts among drama teachers as there is among people in other walks of life, whether they be lawyers, university professors or deep sea divers, or indeed other subject teachers.

To better understand the aims of Drama let us quote from “Development Through Drama” by Brian Way:

The answer to many simple questions might take one of two forms – either that of information or else that of direct experience; the former answer belongs to the category of academic education, the latter to Drama.

For example the question might be, “*What is a blind person?*”

The reply could be, “*A person who does not have the faculty of sight*”.

The reply could also be, “*Close your eyes and keeping them closed, try to find your way out of the room*”.

The first contains concise and accurate information; the mind is possibly satisfied. But the second answer leads the inquirer to moments of direct experience, transcending mere knowledge, enriching the imagination, possibly touching the heart and soul as well as the mind.

This is, in over-simplified terms, the precise function of Drama.

General Aims of Drama Education

Drama is a wide range of activities. It is suggested that when tackling any of these activities, a physical warm up and some concentration exercises should be used to introduce it:

- To give learners a wide range of experiences and show them how the use of their imagination can create situations sufficiently alive as to make them interesting, exciting, absorbing and useful.
- To show learners that we accept the concept of play which many children reserve for moments when adults are not present. This is always a pity because the combination of true child play and the unobtrusive leadership of a teacher can bring to life anything it chooses.

Some learners have never been taught how to play and some of those regard it as a sort of naughty behaviour when “freedom” is offered. Do not worry they will learn.

- To create for learners opportunities for mistakes, without the consequences of life in reality. Much social Drama fits in this category. It follows that Drama is essentially a practical activity, but we must ensure that we devote our lessons to the development of children rather than the development of Drama, and this will enable us to make the correct value judgement when we observe a particular piece of work.
- To give learners opportunities for discovering self control and so be better able to make a positive contribution to the needs of family, friends and the wider community.
- To show learners how to develop and use the tremendous potential they have for learning through:

Creative Movement	Speech and Voice	Sensory Awareness
Body Awareness	Improvisation	Interpretation

It must be made clear that Drama does not have an immediate and obvious good result. No matter how many times learners improvise, for example, a scene between ‘*worried mother*’ and ‘*naughty child*’, it should not be expected to answer the problems between a particular learner and own mother. The aim is the natural and necessarily slow maturation process which will be more likely to establish a better understanding between learners and their own children when the time comes.

Drama – Learning Outcomes for Year 1

1.1 CREATIVE MOVEMENT	1.2 SPEECH/VOICE	1.3 SENSORY AWARENESS	1.4 BODY AWARENESS
1.1.1 Recognise and respond to different rhythms of movement.	1.2.1 Imitate speech and voice.	1.3.1 * Touch objects and things to get awareness of different textures.	1.4.1 Touch , move and use different body parts
1.1.2 Move in a space in different ways.	1.2.2 Imitate voice modulation.	1.3.2 * Taste liquid and solid food and things to get an awareness of different tastes.	
1.1.3 Move in a space, responding to sounds and to simple verbal instructions.	1.2.3 Use nursery rhymes to improve diction.	1.3.3 * Smell objects and things to get an awareness of different smells.	
		1.3.4 Look at different things , objects and people to be able to distinguish shapes, colour, height, size, etc.	
		1.3.5 Listen to different sounds like voices,cars moving, aeroplanes flying ,etc to distinguish volume,rhythm, etc	

*** Teachers supervision is essential in the case of touch, taste and smell in particular.**

Drama – Learning Outcomes for Year 2

2.1 CREATIVE MOVEMENT	2.2 SPEECH/VOICE	2.3 SENSORY AWARENESS	2.4 BODY AWARENESS
2.1.1 Body Awareness	2.2.1 Voice projection	2.3.1 Touch	2.4.1 Body Language and facial expressions
2.1.2 Body Movement	2.2.2 Storytelling/Poems/ Nursery Rhymes	2.3.2 Taste	
2.1.3 Space	2.2.3 Story building	2.3.3 Smell	
		2.3.4 Visual observation	
		2.3.5 Sound	

Drama – Learning Outcomes for Year 3

3.1 CREATIVE MOVEMENT	3.2 SPEECH/VOICE	3.3 IMPROVISATION	
3.1.1 Body Awareness	3.2.1 Articulation	3.3.1 Perform different positions with same body part to show different things/concepts	
3.1.2 The Horizontal Space	3.2.2 Vocabulary	3.3.2 Mime using different parts of the body	
3.1.3 The Vertical Space	3.2.3 Story-telling	3.3.3 Mime different situations, action songs and poems	
3.1.4 Relationship of body to other bodies in space		3.3.4 Associate different senses	

Drama – Learning Outcomes for Year 4

4.1 CREATIVE MOVEMENT	4.2 SPEECH/VOICE	4.3 IMPROVISATION	4.4 INTERPRETATION
4.1.1 Move and stop	4.2.1 My story	4.3.1 Walk through obstacles	4.4.1 Individual role play
4.1.2 Make body pictures	4.2.2 Our story	4.3.2 Keep still in a restricted space	4.4.2 Group role play
4.1.3 Make shapes	4.2.3 Sound effects	4.3.3 Watch and suggest	4.4.3 Story telling (picture stimulus)
4.1.4 Imitate		4.3.4 Make use of props	
4.1.5 Mime			

Drama – Learning Outcomes for Year 5

5.1 CREATIVE MOVEMENT	5.2 SPEECH AND VOICE	5.3 IMPROVISATION	5.4 INTERPRETATION
5.1.1 Speed	5.2.1 Projection and Diction	5.3.1 Improvise with familiar characters	5.4.1 Integrate movement and speech
5.1.2 Central areas and Fringes	5.2.2 Speech and Emotions	5.3.2 Create imaginary situations	5.4.2 Interact in “character” with other “characters”
5.1.3 Moving in groups	5.2.3 Direct and Indirect Speech	5.3.3 Build improvisation around props	
5.1.4 Miming	5.2.4 Intonation		

Drama – Learning Outcomes for Year 6

6.1 CREATIVE MOVEMENT	6.2 SPEECH AND VOICE	6.3 IMPROVISATION	6.4 INTERPRETATION
6.1.1 Relaxing the body	6.2.1 Speaking and doing	6.3.1 Expressing emotions	6.4.1 Characterisation
6.1.2 Different ways of walking	6.2.2 Speech inflections	6.3.2 Role play	6.4.2 Learning text and interpreting
6.1.3 Moving statues	6.2.3 Articulation	6.3.3 Reversal of roles	6.4.3 Creating text
6.1.4 Playback		6.3.4 Creating texts through improvisation it	6.4.4 Character status
6.1.5 Moving patterns			
6.1.6 Falling in different ways			

LEARNING OUTCOMES FOR ENGLISH

THE ENGLISH PROGRAMME

For Primary Schools

Rationale

Enable learners to:

- communicate meaningfully;
- use appropriate language for different purposes;
- master linguistic competence - vocabulary and grammatical structures;
- interact effectively using language;
- become investigative and constructivist learners by making use of printed and electronic text;
- develop creative and imaginative skills.

- The four language modes / skills should be inter-related in an integrated approach whereby every lesson should ideally incorporate listening, speaking, reading and writing.
 - Use activities that promote receptive skills (Listening and Reading) which lead to productive skills (Speaking and Writing).
- Create an atmosphere where learners are acquainted with the sounds, rhythm and intonation of English and speak with confidence and reasonable accuracy.
- Present activities, create situations and resources which are intrinsically interesting, culturally embedded and cognitively engaging.
- Develop a thematic and cross-curricular approach whereby the following curriculum components are developed systematically:
 - Key ideas, including cultural, cross-cultural
 - Linguistic – vocabulary and grammatical structures
 - Viewing and Listening comprehension
 - Speaking including intonation and pronunciation
 - Reading
 - Writing
 - Effective use of Information Technology.

Aims

- To prepare learners linguistically, psychologically and culturally for language learning.
 - Learn to communicate using the language.
 - Develop a positive attitude to language learning.
 - Develop a sensitivity to and awareness of foreign languages and cultures.

- To master the skills and strategies needed to comprehend as a result of interacting with text (spoken, printed, visual and Information Technology).
 - Engage with oral, visual and written language effectively in a range of contexts.

- To value reading and writing as pleasurable and enriching experiences.
 - To develop a lifelong habit of relying on reading and writing to;
 - gather information,
 - substantiate one's thinking,
 - solve problems.

- To experience reading as a purposeful and enjoyable activity.
 - Read widely and deeply different genres for different purposes.

- To communicate effectively, using appropriate language in speaking and writing.
 - Write and speak on a wide range of topics for different purposes and audiences (groups, class).

Note: The syllabus is not embedded in a particular set of text books and progression is not linear. Every effort should be made to speak English during the English lesson; teachers need to adjust the use of English to different abilities of the class. When learners respond in the mother tongue, the teacher should repeat in English.

English – Learning Outcomes for Year 1

ORACY LISTENING AND SPEAKING	READING	WRITING
STORIES RHYMES CHANTS SONGS TOPICS	CONCEPTS AND CONVENTIONS OF PRINT	PRINT CONVENTIONS
1.1.1 Listen to and view attentively with increasing concentration and enjoyment	1.2.1 Demonstrate knowledge that print carries a message	1.3.1 Begin to demonstrate knowledge of print conventions
1.1.2 Begin to show understanding of stories, chants, songs and rhymes	1.2.2 Distinguish between spoken and printed words	HANDWRITING SKILLS
1.1.3 Participate in chants, rhymes, songs and stories	1.2.3 Start to recognize some letters of the alphabet	1.3.2 Begin to write letters and words correctly
LANGUAGE INTERACTIVE CONVERSATIONS	1.2.4 Start to develop sound-symbol correspondence	WRITING
1.1.4 Begin to show understanding of social / classroom commands and instructions by responding non-verbally and verbally	1.2.5 Demonstrate understanding of directionality	1.3.3 Convey meaning through drawing
1.1.5 With support begin to practise the conventions of social discourse		1.3.4 With support draw and write words or phrases to communicate meaning

	VOCABULARY	READING STRATEGIES	
1.1.6	With support acquire and use a repertoire of words	1.2.6 Begin to show knowledge of book conventions	1.3.5 With support begin to write sentences from a given model
	ATTITUDE	1.2.7. Begin to use knowledge of initial letter and relate sound and picture cues to predict words in text	VOCABULARY
1.1.7	Demonstrate enthusiasm and participation in listening to and viewing	READING	1.3.6 With support begin to use in writing, theme-related words, sight words and vocabulary related to the classroom environment
1.1.8	Show preferences for stories, rhymes, chants and songs	1.2.8 With teacher support begin to participate in reading very simple books with illustrations	1.3.7 Write own name
		VOCABULARY	ATTITUDE
		1.2.9 Recognise own name in print	1.3.8 Begin to demonstrate interest in and enthusiasm for writing
		1.2.10 Recognise environmental print	
		1.2.11 Start to recognise a number of sight words in context	
		1.2.12 Begin to choose and enjoy looking at books	

English – Learning Outcomes for Year 2

ORACY LISTENING AND SPEAKING	READING	WRITING
STORIES POEMS RHYMES CHANTS SONGS TOPICS	CONCEPTS AND CONVENTIONS OF PRINT	PRINT CONVENTIONS
2.1.1 Listen to and view attentively with increasing concentration and enjoyment	2.2.1 Demonstrate knowledge that written language conveys meaning	2.3.1 Demonstrate knowledge of print conventions
2.1.2 Demonstrate understanding by responding non-verbally and verbally	2.2.2 Begin to develop phonemic and phonic awareness	HANDWRITING SKILLS
2.1.3 Participate in storytelling	2.2.3 Demonstrate ability to match spoken word to printed word	2.3.2 Demonstrate correct writing of letters and words
2.1.4 Recite simple rhymes, songs, chants and poems alongside others	READING STRATEGIES	WRITING STRATEGIES
LANGUAGE INTERACTIVE CONVERSATIONS	2.2.4 Identify subject-matter of a text through titles and illustrations	2.3.3 Begin to use various strategies to spell
2.1.5 Show understanding of classroom language	2.2.5 Begin to read with understanding, accuracy and fluency	2.3.4 With support begin to proof-read own work

2.1.6	With support begin to use appropriate language with a purpose	2.2.6	Begin to demonstrate understanding of text through intonation	WRITING	
2.1.7	Begin to use the correct intonation to distinguish statements from questions	2.2.7	With support begin to use different strategies for word identification	2.3.5	Convey meaning through drawing
2.1.8	Begin to practise the conventions of social discourse	READING		2.3.6	Draw or write words or phrases or sentences to communicate meaning
VOCABULARY		2.2.8	Participate in shared reading experiences	2.3.7	Participate in shared teacher / pupil/s writing
2.1.9	Acquire and use a repertoire of words	2.2.9	Begin to read different genres for an audience	2.3.8	Begin to write sentences according to ability
ATTITUDE		2.2.10	With support demonstrate ability to answers questions on text	2.3.9	With support create and write own book/s
2.1.10	Demonstrate enthusiasm and preferences for listening and viewing favourite stories, poems and songs	VOCABULARY		2.3.10	Begin to show understanding of sentence structure
		2.2.11	Begin to develop an extensive repertoire of vocabulary in context	2.3.11	With support begin to write answers to questions on picture, topics, stories and poems

	ATTITUDE	VOCABULARY
	2.2.12 Choose books to read and enjoy re-reading favourite books	2.3.12 Demonstrate ability to use acquired vocabulary in writing
		ATTITUDE
		2.3.13 Demonstrate interest in and enthusiasm for writing

English – Learning Outcomes for Year 3

ORACY LISTENING AND SPEAKING	READING	WRITING
STORIES POEMS SONGS TOPICS	READING STRATEGIES	PRINT CONVENTIONS
3.1.1 Demonstrate increasing attention and concentration during listening or viewing activities	3.2.1 Demonstrate awareness of book conventions	3.3.1 Demonstrate competence in print conventions
3.1.2 Demonstrate progressive understanding during listening or viewing activities without reference to the written form	3.2.2 With support begin to access information from different sources	HANDWRITING SKILLS
3.1.3 Recite independently and with support create simple rhymes and / or poems	3.2.3 Begin to demonstrate ability to use a variety of strategies when encountering difficult text	3.3.2 Begin to give importance to quality of handwriting
LANGUAGE INTERACTIVE CONVERSATIONS	3.2.4 With support begin to demonstrate knowledge of the use of different strategies for word identification	WRITING STRATEGIES
3.1.4 With support use appropriate language when participating in discussions on read-aloud text, stories, poems and songs	3.2.5 With support demonstrate ability to use a variety of strategies to understand and maintain meaning of text	3.3.3 Demonstrate knowledge of various strategies to spell correctly

3.1.5 With support use appropriate and grammatically correct language to communicate meaningfully and with a purpose	READING	3.3.4 Begin to use simple planning before writing
3.1.6 Use the correct intonation to distinguish statements from questions	3.2.6 Participate in shared reading experiences	3.3.5 With support proof-read own work and begin to edit own work
3.1.7 Understand and practise the conventions of social discourse	3.2.7 Begin to read confidently with fluency, accuracy and expression	WRITING
3.1.8 Demonstrate gradual competence in speaking confidently, using clear diction and correct intonation in front of an audience	3.2.8 With support demonstrate competence in comprehension strategies	3.3.6 Use drawing to express ideas and events
VOCABULARY	VOCABULARY	3.3.7 Use drawing and writing to complement and support each other
3.1.9 Acquire and use a bank of words, phrases and expressions	3.2.9 Develop an increasing bank of words which are recognized when encountered in different contexts	3.3.8 Participate in shared teacher/pupil/s writing
		3.3.9 With support begin to write for an audience and with a purpose

ATTITUDE	ATTITUDE	3.3.10 With support begin to write expanded sentences according to ability
3.1.10 Demonstrate enthusiasm and interest by participating in oral activities	3.2.10 Attempt to read unfamiliar texts	3.3.11 With support create and write own book/s and begin to experiment with different genres
	3.2.11 Display confidence and enjoyment when reading	3.3.12 Show understanding of the functions of sentence structure
		3.3.13 Write answers to literal and inferential questions on picture, topic, story and poem
		VOCABULARY
		3.3.14 Demonstrate ability to use in writing acquired vocabulary and expressions
		ATTITUDE
		3.3.15 Demonstrate enjoyment and motivation to participate in writing activities

English – Learning Outcomes for Year 4

ORACY LISTENING AND SPEAKING	READING	WRITING
STORIES POEMS SONGS TOPICS	READING STRATEGIES	HANDWRITING PRESENTATION SKILLS
4.1.1 Demonstrate enjoyment, increasing interest and concentration during listening or viewing activities	4.2.1 Demonstrate awareness of book conventions	4.3.1 Give importance to quality of handwriting
4.1.2 Demonstrate growing confidence in being able to listen and progressively understand the spoken language without reference to the written form	4.2.2 With support demonstrate ability to access information from a range of sources	4.3.2 Begin to use a range of presentational features
4.1.3 Demonstrate ability to recite poems, songs and refrains	4.2.3 Demonstrate efficiency in using a variety of strategies to understand and maintain meaning	WRITING STRATEGIES
LANGUAGE INTERACTIVE CONVERSATIONS	4.2.4 Demonstrate gradual awareness and efficiency in using a variety of strategies when encountering difficult text	4.3.3 Demonstrate gradual competence of various strategies to spell correctly
4.1.4 Demonstrate increasing ability in using appropriate language when participating in discussion on read-aloud text, stories, poems and songs	4.2.5 Demonstrate gradual awareness and efficiency in the use of word identification strategies	4.3.4 Use planning before writing

4.1.5 Give short descriptions of characters, scenes, objects and pictures	READING	4.3.5 Write in a coherent and cohesive manner
4.1.6 With support use appropriate and grammatically correct language to communicate meaningfully and with a purpose	4.2.6 Participate in shared reading experiences	4.3.6 Demonstrate ability to proof-read and with support begin to edit own work
4.1.7 Use the correct intonation to distinguish statements from questions, and to express feelings	4.2.7 Read confidently, with fluency, expression and clear diction	WRITING
4.1.8 Demonstrate gradual competence in speaking confidently with accuracy, using clear diction and correct intonation in front of an audience	4.2.8 Demonstrate competence in comprehension strategies	4.3.7 Use drawing and writing to complement and support each other
4.1.9 Understand and practise the conventions of social discourse	VOCABULARY	4.3.8 Participate in shared teacher / pupil/s writing
VOCABULARY	4.2.9 Develop an increasing bank of words which are recognized when encountered in different contexts	4.3.9 With support write for an audience and with a purpose
4.1.10 Use a range of vocabulary related to a particular topic		4.3.10 With support write expanded sentences according to ability

ATTITUDE	ATTITUDE	4.3.11 With support create and write own book/s experimenting with different genres
4.1.11 Participate enthusiastically in oral activities	4.2.10 Demonstrate self-motivation to read for a range of purposes	4.3.12 Demonstrate understanding of the functions of sentence structure
4.1.12 Demonstrate a positive view of their own opinions and appreciate the views of others	4.2.11 Show a marked preference for a particular author or genre or topic	4.3.13 With support begin to demonstrate understanding of the function and relation of words in context
		4.3.14 Use grammatically correct sentences
		4.3.15 Write answers to literal and inferential questions on picture, topic, story and poem
		VOCABULARY
		4.3.16 Experiment with words drawn from topics, literature, language activities, media ...

		ATTITUDE
		4.3. 17 Demonstrate enjoyment and motivation to participate in writing activities

English – Learning Outcomes for Year 5

ORACY LISTENING AND SPEAKING	READING	WRITING
STORIES POEMS SONGS TOPICS	READING STRATEGIES	HANDWRITING PRESENTATION SKILLS
5.1.1 Demonstrate enjoyment, increasing interest and attentiveness during listening or viewing activities	5.2.1 Demonstrate awareness and knowledge of book conventions	5.3.1 Develop an individual handwriting style
5.1.2 Demonstrate growing confidence in being able to listen and progressively understand the spoken language without reference to the written form	5.2.2 Demonstrate ability to access information from a range of sources	5.3.2 Use a range of presentational features
5.1.3 Demonstrate ability to recite poems with correct intonation and pronunciation	5.2.3 Use a range of strategies automatically when encountering difficult text	WRITING STRATEGIES
LANGUAGE INTERACTIVE CONVERSATIONS	5.2.4 Apply knowledge and use word identification strategies appropriately and automatically when encountering an unknown word	5.3.3 Demonstrate competence of various strategies to spell correctly
5.1.4 Demonstrate increasing efficiency in using appropriate language when participating in discussions on read-aloud text, stories, poems and songs	5.2.5 Demonstrate efficiency in using a variety of strategies to understand and maintain meaning of text	5.3.4 Demonstrate ability to plan their writing through brainstorming, classifying and organising information prior to writing

5.1.5 Give descriptions of characters, scenes, objects and pictures	READING	5.3.5 Write in a coherent and cohesive manner, grouping information in paragraph(s) form
5.1.6 Use appropriate and grammatically correct language to communicate meaningfully and with a purpose	5.2.6 Participate in shared reading experiences	5.3.6 Demonstrate ability to proof-read, edit own work and begin to revise own work
5.1.7 Demonstrate competence in speaking confidently with accuracy, using clear diction and correct intonation in front of an audience	5.2.7 Read confidently, with fluency, expression and clear diction	WRITING
5.1.8 Explain the different steps of a simple procedure using clear and precise instructions	5.2.8 With support read and understand unfamiliar text	5.3.7 Use drawing and writing to complement and support each other
5.1.9 Participate in situations for acting out a simple event	5.2.9 With support use a wide range of monitoring and adjusting strategies to aid comprehension	5.3.8 Participate in shared teacher / pupil/s writing
5.1.10 With support initiate discussion, and contribute to conversation	VOCABULARY	5.3.9 With support write for an audience and with a purpose
5.1.11 Understand and practise the conventions of social discourse	5.2.10 Sustain an increasing bank of words which are recognized automatically when encountered in different contexts	5.3.10 Write expanded sentences according to ability
		5.3.11 With support create and write own

VOCABULARY	ATTITUDE	book/s and experiment with different genres
5.1.12 Use a range of vocabulary related to a particular topic	5.2.11 Begin to discuss and recommend books and share opinions	5.3.12 Demonstrate understanding of the functions of sentence structure
ATTITUDE		5.3.13 With support demonstrate understanding of the function and relation of words in context
5.1.13 Participate enthusiastically in oral activities		5.3.14 Use grammatically correct sentences
5.1.14 Demonstrate a positive view of their own opinions and appreciate the views of others		5.3.15 Write answers to literal and inferential questions on picture, topic, story and poem
		VOCABULARY
		5.3.16 Make use of interesting, subject specific and evocative words and expressions to achieve specific effects
		ATTITUDE
		5.3.17 Demonstrate enjoyment and motivation to participate in writing activities

English – Learning Outcomes for Year 6

ORACY LISTENING AND SPEAKING	READING	WRITING
STORIES POEMS SONGS TOPICS	READING STRATEGIES	HANDWRITING PRESENTATION SKILLS
6.1.1 Demonstrate enjoyment, interest and attentiveness during listening and viewing activities	6.2.1 Demonstrate knowledge of text organisation and book conventions	6.3.1 Develop an individual handwriting style
6.1.2 Demonstrate confidence in being able to understand spoken language without reference to the written form	6.2.2 Demonstrate ability and efficiency in accessing information from a range of sources	6.3.2 Use a range of presentational features
6.1.3 Demonstrate ability to recite poems with correct intonation and pronunciation	6.2.3 Demonstrate ability to integrate and adapt their reading strategies when reading difficult or unfamiliar text	WRITING STRATEGIES
LANGUAGE INTERACTIVE CONVERSATIONS	6.2.4 Apply knowledge and use word identification strategies appropriately and automatically when encountering an unknown word	6.3.3 Demonstrate competence and efficiency in the use of various strategies to spell words correctly
6.1.4 Use appropriate language when participating in discussions on read-aloud text	6.2.5 Demonstrate ability to select and use prior knowledge suitable for each text	6.3.4 Demonstrate ability to plan their writing through brainstorming, classifying and organizing information prior to writing

6.1.5 Demonstrate ability to initiate discussion, and contribute to conversation	READING	6.3.5 Write in a coherent and cohesive manner, grouping information in paragraph(s) form
6.1.6 Speak confidently with accuracy, using clear diction and correct intonation in front of an audience		6.2.6 Participate in shared reading experiences
6.1.7 Use appropriate and grammatically correct language to communicate meaningfully with a purpose	6.2.7 Read confidently, with fluency, expression and clear diction	WRITING
6.1.8 Give vivid descriptions of characters, scenes, objects and pictures using grammatically correct language	6.2.8 Read and understand unfamiliar text	
6.1.9 Explain the different steps of a simple procedure using clear and precise instructions	6.2.9 Use a wide range of monitoring and adjusting strategies to aid comprehension	6.3.8 Participate in shared teacher / pupil/s writing
6.1.10 Participate in situations for acting out a simple event	VOCABULARY	6.3.9 Write for an audience and with a purpose
6.1.11 Develop and participate in dialogues using appropriate language		6.2.10 Sustain an increasing bank of words which are recognized automatically when encountered in different contexts

6.1.12 Understand and practise the conventions of social discourse		6.3.11 Create and write own book/s experimenting with different genres
VOCABULARY	ATTITUDE	6.3.12 Demonstrate understanding of the functions of sentence structure
6.1.13 Use a range of vocabulary	6.2.11 Discuss and recommend books and share opinions	6.3.13 Demonstrate understanding of the function and relation of words in context
ATTITUDE	6.2.12 Express preferences for a range of stories and non-fiction	6.3.14 Use grammatically correct sentences
6.1.14 Participate enthusiastically in oral activities		6.3.15 Write answers to literal and inferential questions on picture, topic, story, and poem
6.1.15 Demonstrate a positive view of their own opinions and appreciate the views of others		VOCABULARY
		6.3.16 Make use of interesting, subject specific and evocative words, expressions, and figures of speech to achieve specific effects

		ATTITUDE
		6.3.17 Demonstrate enjoyment and motivation to participate in writing activities

LEARNING OUTCOMES FOR ICT

THE ICT PROGRAMME

For Primary Schools

Rationale

It is becoming increasingly clear that our educational institutions have a key role to play in the empowerment of their learners by helping them develop the appropriate knowledge, skills and attitudes in order for them to be able to operate in an ICT-rich world. The ability to make informed judgements on the effects of ICT on the individual and on society is becoming indispensable in today's world. Moreover, the ability to use ICT to find, process, analyse, present and disseminate ideas and information is becoming an ever increasingly important learning competency. ICT is fast becoming a 'critical filter': the possession of the capability to make optimal use of ICT in a variety of environments and situations is leading to more attractive job prospects and better life chances. Undoubtedly this trend is likely to continue.

It is important to keep in mind that the role of ICT in the primary classroom is principally that of educational tool. It is there to provide a further means for the teacher to plan alternative teaching and learning strategies, and to provide learners with a different learning environment.

ICT must be considered as a medium for the teacher to convey every aspect of the curriculum. In this sense, ICT implementation in the primary classroom must always be seen in the light of curriculum subjects such as mathematics, the languages, social studies, the arts, life skills and religious education. It must therefore be emphasised that the use of ICT in the primary classroom should be integrated in any activity where it is considered effective, in the teaching and learning of any aspect of the National Minimum Curriculum.

However, although ICT is not to be considered as a discrete subject in itself, its effective use both by learners and teachers implies that command and consolidation of basic ICT skills are essential. This Syllabus lists those basic ICT skills that learners should be confident in by the time they leave the primary classroom.

General Aims of ICT Education

1. To help learners become competent, confident, responsible and critical users of ICT by making efficient, effective and creative use of basic software and hardware in their everyday classroom activities;
2. To assist learners to become responsible, critical and reflective users of ICT by recognising the capabilities and limitations of the technology and its impact on society in general;
3. To encourage learners to develop the appropriate social skills that are essential for co-operative and collaborative learning by using ICT;
4. To empower ICT-disadvantaged learners by ensuring sufficient access for those learners who have little out-of-school opportunities to use the technology;
5. To encourage learners to develop the appropriate personal skills essential for independent lifelong learning through ICT;
6. To help the learners with special needs integrate themselves within school and society by increasing their independence and by developing their knowledge, abilities and interests; and,
7. To enable learners to take control of their own learning.

Use of Software and Internet

Some software titles and Internet websites are mentioned in the notes section to give an idea of the kind of ICT activities that can be used to cover a particular item in the Syllabus. However it should strongly be emphasised that:

- The software mentioned should only be used as a guideline.
- There may be similar activities in other software available in the classroom or on other websites that can cover the same items.
- Software currently available in classrooms may be subject to change over the years, while websites may be removed from the Internet.
- New software titles will be introduced over the years to cover particular skills not covered by current software.

Teachers should therefore concentrate on covering the items listed in the Syllabus rather than a particular software title. The software should be considered as a vehicle, not as a target in itself, and any software other than the one listed can be used to cover a specific Syllabus item or skill.

Teachers should also refer to the Internet and make use of various online interactive activities which can be used in combination with or instead of software currently available in the classroom, and which address ICT skills as listed in the Syllabus. The following Internet links can be used as a starting point:

<http://skola.gov.mt/ictprimary/>

This website includes resources in the form of lesson plans and relevant teaching and learning aids, addressing skills across the National Minimum Curriculum.

<http://skola.gov.mt/primarythemes/>

This website includes resources in the form of themes with relevant activities, information and links, addressing topics and themes across the National Minimum Curriculum.

<http://www.skola.gov.mt>

This website is a portal with various international links to sites covering, in part or in whole, various aspects of the National Minimum Curriculum. These sites are updated regularly and will include new material from time to time.

ICT – Learning Outcomes for Year 1

1.1 COMMUNICATING INFORMATION ABILITY	1.2 HANDLING INFORMATION ABILITY	1.3 ICT MANAGEMENT ABILITY	1.4 ICT EVALUATING ABILITY	1.5 CONTROLLING ABILITY	1.6 MODELLING ABILITY
1.1.1 Writing words, phrases and short sentences using the appropriate keys	1.2.1 Using pictures to record and present information	1.3.1 Recognizing of basic computer components: keyboard; mouse; monitor; speakers; floppy disk and drive; CD-ROM and drive; printer	None in Year 1	None in Year 1	None in Year 1
1.1.2 Using drawings and images		1.3.2 Managing the computer hardware: starting up and shutting down computer and peripherals; using keyboard and mouse; using the mouse to navigate within a software package; associating changes on screen with mouse movement and keyboard entry			
		1.3.3 Managing computer software: opening and closing software; using Windows Start button and shut down; recognizing			

		icons in Year Group folder on desktop; using print facility when represented by icons			
		1.3.4 Using particular keyboard keys: lower/upper case keys; number keys; SHIFT; ENTER; CTRL			
		1.3.5 Awareness of basic safety principles: identifying possible hazards; sitting properly at the computer			

ICT – Learning Outcomes for Year 2

2.1 COMMUNICATING INFORMATION ABILITY	2.2 HANDLING INFORMATION ABILITY	2.3 ICT MANAGEMENT ABILITY	2.4 ICT EVALUATING ABILITY	2.5 CONTROLLING ABILITY	2.6 MODELLING ABILITY
2.1.1 Combine text and images from various computer packages	2.2.1 Using pictures to record and present information	2.3.1 Managing the computer hardware: inserting, accessing, saving and removing a floppy disk; accessing files from hard disk; loading, running and ejecting a CD-ROM	None in Year 2	None in Year 2	None in Year 2
		2.3.2 Managing the computer software: responding to simple on-screen messages; logging into a user profile			
		2.3.3 Using particular keyboard keys: punctuation keys including comma; full stop; apostrophe; inverted commas			
		2.3.4 Access particular items from Pull-down Menus			

ICT – Learning Outcomes for Year 3

3.1 COMMUNICATING INFORMATION ABILITY	3.2 HANDLING INFORMATION ABILITY	3.3 ICT MANAGEMENT ABILITY	3.4 ICT EVALUATING ABILITY	3.5 CONTROLLING ABILITY	3.6 MODELLING ABILITY
3.1.1 Writing sentences to form short paragraphs enhanced by pictures	3.2.1 Using pictures to record and present information	3.3.1 Managing the computer software: using more items in pull-down menus	3.4.1 Being able to describe interactions with computer software	None in Year 3	None in Year 3
3.1.2 Using different font types and styles and sizes for emphasis: bold; italic; underline		3.3.2 Managing the computer files: opening, saving, printing and closing files; entering, copying, pasting, inserting and deleting text, images and sound	3.4.2 Being able to explain how to use the computer to present ideas and information		
			3.4.3 Being able to explain how to solve problem tasks presented by the software		
			3.4.4 Being able to talk about encounters with various forms of communications technology at home		

ICT – Learning Outcomes for Year 4

4.1 COMMUNICATING INFORMATION ABILITY	4.2 HANDLING INFORMATION ABILITY	4.3 ICT MANAGEMENT ABILITY	4.4 ICT EVALUATING ABILITY	4.5 CONTROLLING ABILITY	4.6 MODELLING ABILITY
4.1.1 Combining text, images and sound from various software packages to present ideas	4.2.1 Inputting, saving and retrieving a set of textual and numerical data	4.3.1 Using the cutting, copying and pasting facilities to manipulate text within the same application and across different applications	4.4.1 Appreciating the effect of ICT in the society around them	None in Year 4	None in Year 4
4.1.2 Accessing the World Wide Web (www)	4.2.2 Browsing and navigating CD-ROMs to find particular information or locate specific topics	4.3.2 Exporting and importing graphics across different applications	4.4.2 Selecting relevant information		
4.1.3 Using e-mail, including composing, sending, retrieving and replying to an e-mail message		4.3.3 Retrieving and amending previously stored work	4.4.3 Being aware of e-mail netiquette		
		4.3.4 Using software-specific features to enhance document presentation			
		4.3.5 Using different printing options in software packages			

ICT – Learning Outcomes for Year 5

5.1 COMMUNICATING INFORMATION ABILITY	5.2 HANDLING INFORMATION ABILITY	5.3 ICT MANAGEMENT ABILITY	5.4 ICT EVALUATING ABILITY	5.5 CONTROLLING ABILITY	5.6 MODELLIN G ABILITY
5.1.1 Merging textual, numerical, tabular and graphical data to present information	5.2.1 Using available CD-ROMs to search for files and information	5.3.1 Using the cutting, copying and pasting facilities to manipulate text within the same application and across different applications	5.4.1 Recognizing the values of both ICT and non-ICT tools	5.5.1 Recognizing control mechanisms in a variety of household devices	None in Year 5
5.1.2 Uploading and downloading text, image and audio files to and from the Internet and Intranet	5.2.2 Sorting and organising textual and numerical data	5.3.2 Using the Print Preview facilities	5.4.2 Appreciating the effect of ICT in the society around them		
5.1.3 Bookmarking websites	5.2.3 Generating tables and line and block graphs		5.4.3 Selecting accurate and relevant information		
5.1.4 Attaching files to e-mail messages	5.2.4 Printing tables and graphs		5.4.4 Being aware of web safety		

ICT – Learning Outcomes for Year 6

6.1 COMMUNICATING INFORMATION ABILITY	6.2 HANDLING INFORMATION ABILITY	6.3 ICT MANAGEMENT ABILITY	6.4 ICT EVALUATING ABILITY	6.5 CONTROLLING ABILITY	6.6 MODELLING ABILITY
6.1.1 Consolidation of skills covered up to Year 5	6.2.1 Analysing and interpreting generated information	6.3.1 Using copy and paste to manipulate text, graphics and audio in more complex ways	6.4.1 Recognizing the values of both ICT and non-ICT tools	6.5.1 Construct, test, modify and save a simple sequence of computer instructions that produce a specific outcome by using a simple programming language such as Logo	6.6.1 Examine various choices associated with real and imaginary situations
		6.3.2 Managing more complex printing facilities such as printing in greyscale and using Econofast mode	6.4.2 Appreciating the effect of ICT in the society around them		6.6.2 Predict the outcomes of various courses of action
			6.4.3 Selecting accurate and relevant information		
			6.4.4 Internet safety awareness		

MIRI TA' TAGHLIM GHALL-MALTI

IL-PROGRAMM TAL-MALTI

Ghall-Iskejjel Primarji

Razzjonal

Raguni Fundamentali

Biex il-Malti jibqa' lingwa ħajja għandu jintgħallem bħala l-ilsien tal-komunikazzjoni mill-esperjenzi individwali tat-tfal u f'kuntesti varji mislutin mill-ħajja ta' kuljum, speċjalment fl-ambjenti skolastiċi, familjari u soċjo-interattivi.

Għanijiet Ġenerali

L-għanijiet tat-tagħlim ta' l-ilsien Malti huma biex:

- jiżviluppaw il-hiliet u l-għarfien tat-tfal halli b'hekk jifhmu u jużaw l-ilsien Malti b'mod tajjeb.
- jgħin l-iżvilupp personali tat-tfal permezz tal-lingwa, tal-letteratura u x-xejriet ta' l-identità nazzjonali.
- jiżviluppaw medda ta' attitudnijiet pożittivi lejn ilsienna u ilsna oħra.

Biex dawn l-għanijiet jintlahqu l-għalliema għandhom:

- iqisu s-sillabu bħala proċess dinamiku mibni fuq esperjenzi mill-ħajja ta' kuljum.
- jgħallmu l-Malti b'mod tematiku integrat biex sugġett jintrabat m'ieħor.
- jipprovdu esperjenzi biex jgħinu lit-tfal jiżviluppaw il-kapaċitajiet tal-komunikazzjoni u tal-ħsieb u li jhossu u jaħdmu permezz tal-lingwa.
- ilaqqgħu lit-tfal mal-kotba u mal-letteratura bħala sors ta' dawn l-esperjenzi.
- permezz ta' dawn l-esperjenzi jwessgħu l-fehem tat-tfal f'dik li hija n-natura, l-istruttura u l-konvenzjonijiet tal-lingwi.
- jgħinu lit-tfal biex jiksbu kunfidenza u jieħdu gost ukoll fl-użu tagħhom tal-lingwa.
- jieħdu vantaġġ mill-qagħda multilingwa tagħna u joħolqu opportunitajiet biex jitkabbar l-għarfien dwar il-lingwi.
- jieħdu vantaġġ mill-kuntesti għanja ta' lingwi pprovdu mill-medja tal-massa, il-kompjuters u d-drama.

Malti - Miri ta' Tagħlim - L-Ewwel Sena

1.1 SMIGH	1.2 TAHDIT	1.3 QARI	1.4 KITBA
Jisimghu testi b'tagħrif, struzzjonijiet u direzzjonijiet.	Jitkellmu biex jagħtu tagħrifa qasira u diretta, struzzjoni jew direzzjoni.	Jibda l-qari ta' kliem f'kuntest u bl-użu ta' stampi biex it-tfal jiskopru l-ittri ta' l-alfabett.	Jiżviluppaw il-hila tal-kitba fuq eżempji miktuba u abbinati ma' stampi assoċjati ma' l-ittri ta' l-alfabett.
1.1.1 Jisimghu b'attenzjoni u b'koncentrazzjoni.	1.2.1 Iwasslu messaġġ jew aħbar.	1.3.1 Jirrepetu f'rima u ritmu kliem f'kuntest u abbinat ma' stampi	1.4.1 Juru l-hila fil-kitba ta' ittri u kliem.
Juru li fehmu bi twegib verbali u mhux verbali.	Ifissru direzzjonijiet bi kliem sempliċi.	Jagħrfu u jlistnu kliem li jabbina ma' stampi.	Juru li jafu jaqbd u l-lapes sewwa bejn is-swaba' u li jzommuh sod.
Jagħmlu użu minn dak li jkunu semgħu.	Jagħtu direzzjonijiet sempliċi kif wieħed jaasal minn post għal ieħor.	Iqabblu kliem mismuġh u familjari ma' dak miktub.	Permezz tal-linji fil-pitazz jibdeu iżommu kontroll fuq il-qies, il-proporzjon u l-ispazju.
1.1.2 Joqogħdu attenti għal stejjer sempliċi, għanjiet, taqbiliet u testi ta' drama.	1.2.2 Iwiegħbu għal mistoqsijiet sempliċi.	1.3.2 Jagħrfu li l-kelma miktuba twassal tifsir.	1.4.2 Iwasslu tifsir ta' kliem.
Iwiegħbu mistoqsijiet sempliċi dwar dak li jkunu semgħu.	Jagħmlu talbiet dwar htigiet bażiċi.	Jagħrfu u jaqraw isimhom u kunjomhom.	Juru li jafu jpingu mill-immaġinazzjoni tagħhom biex ifissru kliem.
Iqabblu stampi ma' testi/stejjer biex juru sekwenza.	Jitkellmu b'sentenzi sempliċi dwar sekwenzi fi stampi.	Jagħrfu u jassoċjaw ċerta kitba ma' reklamar.	Juru li jifhmu t-tifsira minn tpingija/grafika billi jiktbu l-ittra inizjali.
Joqogħdu attenti għal kull kmand u struzzjoni fil-klassi, tislum u bażi ta' djalogu/ konverżazzjoni.	Jitkellmu fi gruppi taht it-tmexxija ta' l-għalliem/a bil-għan li jagħtu sehemhom f'xi attività.	Jagħrfu l-grafika lingwistika u jifhmu l-messaġġi li jitwasslu minnha.	Jiktbu isimhom u kunjomhom.
1.1.3 Jifhmu li l-interazzjoni soċjali tiġi mill-istruzzjonijiet/mid-direzzjonijiet fil-klassi billi jagħtu twegibiet verbali jew mhux verbali.	1.2.3 Jitkellmu u jaqsmu fehemthom dwar loġhob, hruġ mal-familja u grajjiet fil-familja, fit-triq, fil-belt, eċċ.	1.3.3 Jaqraw u jfissru kull grafika lingwistika marbuta ma' l-ambjent.	1.4.3 Jiktbu l-ewwel ittri ta' l-isem u l-kunjom b'ittri kapitali.

Jisimghu kull kmand u/jew struzzjoni u jitqanqlu biex jattivaw kemm il-moħħ kif ukoll il-gisem.	Iwiegħbu għal kull tislam jew xewqat verbali u għal mistoqsijiet, u jagħrfu jirreċiprokaw.	Jagħrfu tipi ta' messagġi differenti f'inviti, f'kartolini t'għeluq is-snin, f'dawk tal-Milied, u jfissru fi kliem sempliċi avvenimenti partikolari.	Jiktbu xi kliem li huma ta' użu komuni fil-ħajja ta' kuljum.
			Jiktbu xi sentenzi qosra.
L-Akkwist tal-Vokabularju	It-Tishih tal-Vokabularju	It-Tishih tal-Vokabularju	L-Użu tal-Vokabularju
1.1.4 L-akkwist u t-tishih tal-vokabularju għandu jsir permezz tas-smiġh minn qari mill-għalliem/a: smiġh ta' stejjer, għanjiet, taqbiliet, eċċ., permezz tal-medja u kkomplimentati b'ċaqliq tal-gisem.	1.2.4 Il-vokabularju li jakkwistaw permezz tas-smiġh għandhom jirrepetuh kontinwament f'kuntesti msejsin fuq ritmu u rima.	1.3.4 Il-vokabularju mwassal bis-smiġh u mitkellem f'kuntesti ripetutament għandhom jużawh ukoll fil-qari: qari ta' sentenzi qosra, stejjer qosra, għanjiet u taqbiliet, eċċ.	1.4.4 Il-vokabularju akkwistat permezz tat-tliet hiliet l-oħra għandhom jużawh fil-kitba ta' sentenzi sempliċi.
		L-Imġiba favur il-Qari.	
		1.3.5 Juru għarfien tal-konvenzjoni tal-ktieb.	
		1.3.6 Jagħrfu u jhossu l-korrispondenza bejn il-ħoss (fonema) u s-simbolu (grafema).	
		1.3.7 Juru li jagħrfu numru ta' kliem f'kuntest mad-daqqa t'għajn.	
		1.3.8 Juru l-hila tal-fehem meta jaqraw kotba sempliċi bil-għajnuna ta' l-għalliem/a.	
		1.3.9 Juru li jaslu biex jippruvaw jaqraw għal rashom.	
Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim
1.1.5 Juru herqa lejn is-smiġh ta' stejjer u lejn il-wiri t' episodji fil-medja viziva.	1.2.5 Juru l-herqa li jirrakkontaw storja minn dawk li semgħu fi kliemhom.	1.3.10 Juru l-herqa li jaqraw minn rajhom kotba, stejjer, għanjiet u taqbiliet.	1.4.5 Juru herqa li jipproduċu tpingijiet u wara kitbiet sempliċi u qsar dwar dak li jkun qraw u semgħu.
1.1.6 Juru l-preferenzi tagħhom dwar stejjer, għanjiet, taqbiliet.	1.2.6 Juru l-preferenzi tagħhom dwar stejjer, għanjiet, taqbiliet.	1.3.11 Juru l-preferenzi tagħhom dwar x'jogħgħobhom jaqraw.	1.4.6 Juru l-ħajriet tagħhom lejn il-kreattività, imqanqlin minn dak li semgħu u qraw.

Malti - Miri ta' Tagħlim - It-Tieni Sena

2.1 SMIGH	2.2 TAHDIT	2.3 QARI	2.4 KITBA
Jisinghu b'attenzjoni testi qosra li jkun fihom aktar minn aspekk wiehed ta' tagħrif, struzzjonijiet u direzzjonijiet.	Jitkellmu u jagħtu dettalji li jkunu hadu direttament minn tagħrif, struzzjonijiet u direzzjonijiet.	Jaqraw kliem, sentenzi u stejjer qosra.	Jizviluppaw il-hila tal-kitba b'sentenzi bis-sens u li juru binja sintattika sempliċi.
2.1.1 Jisinghu b'attenzjoni u b'konċentrazzjoni.	2.2.1 Jagħmlu użu minn dak li jkunu semgħu f'taħdit quddiem udjenza/i.	2.3.1 Jaqraw kliem, sentenzi, stejjer, taqbiliet, poeziji u testi ta' drama biex iqabblu s- simboli tal-kelma miktuba mal-binja fonika..	2.4.1 Juru l-hila fil-kitba ta' sentenzi qsar.
Juru li fehmu t-testi li semgħu u li jagħrfu jipprevedu x'gej minn sekwenzi li jkunu semgħu.	Iwasslu fi kliemhom il-messaġġi li jisiltu minn tagħrif, struzzjonijiet u direzzjonijiet li jkunu ġabru mis-smiġħ.	Juru l-hila li jassoċjaw u jqabblu l-kelma miktuba ma' dik mismugħa/mitkellma.	Juru li jafu l-punteġġjatura fil-bidu u fl-aħħar tas-sentenza.
Juru li fehmu bi tweġib verbali u mhux verbali għall-mistoqsijiet magħmula dwar dak li semgħu.	Jirrepetu taqbiliet, għanjiet u poeziji mill-memorja.	Juru li għandhom il-hila jaqraw kliem u sentenzi sempliċi f'kuntesti ta' stejjer.	Juru li jafu jiktbu b'koerenza sentenzi sħaħ.
	Jgħidu fi kliemhom u fil-qosor l-istejjer u tagħrif iehor mislut minn dak kollu li jkunu semgħu.	Juru li jaqraw bis-sens u b'ritmu tajjeb testi ta' generi varji quddiem udjenza/i.	Juru li jafu jsenslu grupp ta' sentenzi fejn juru assoċjazzjoni ta' ideat u sekwenza.
		Juru li, f'kuntest ta' storja, jagħrfu r-rwol/i ta' karattru/i u jaslu biex jagħtu tonalità lid-diskors fid-djalogi.	

2.1.2 Juru l-ħila li jqabblu stampi/grafika ma' testi/stejjer fejn juru li fehmu l-assoċjazzjoni ta' l-ideat u s-sekwenza.	2.2.2 Iwieġbu għal mistoqsijiet diretti u oħrajn inferenzjali ħfief.	2.3.2 Jagħrfu li mill-kelma miktuba f'kuntest hemm tifsir dirett u indirett.	2.4.2 Iwasslu tifsir minn kliem, sentenzi u stejjer qosra.
Juru l-ħila li jsegwu b'konċentrazzjoni testi rrimati f'taqbiliet, għanjiet u poeżiji.	Iwieġbu għal mistoqsijiet diretti dwar testi li jkunu semgħu.	Juru l-ħila li jagħtu sunt/tifsira ta' dak li jkunu qraw, meġġuna minn mistoqsijiet.	Juru li jafu jpingu mill-immaginazzjoni tagħhom sitwazzjonijiet sempliċi mqanqla minn stejjer u avvenimenti li jkunu semgħu qraw jew esperjenzaw.
Juru l-ħila li jagħtu kliem li jirrima fejn ikun nieqes fil-versi mismugħa.	Iwieġbu għal mistoqsijiet diretti fil-kuntest tal-ħajja ta' kuljum.	Jagħrfu jaqraw partijiet mit-test biex iwieġbu mistoqsijiet relatati.	Juru li jafu jiktbu sentenzi qsar imqanqla minn tpingija/grafika abbinati ma' storja.
	Iwieġbu għal mistoqsijiet anqas diretti (inferenzjali) fil-kompetenza u fil-livell tagħhom.		
	Jagħmlu talbiet għal ħtiġiet bażiċi u għal kull għajjnuna oħra meħtieġa.		
Juru ħila li jikkonċentraw fuq kull kmand, struzzjoni, direzzjoni u tagħrifa mogħtija fil-klassi, fuq kull tislum u kull djalogu.	Jitkellmu fi gruppi taħt it-tmexxija ta' l-għalliem/a bil-għan li juru fehemthom dwar tema.	Jagħrfu, jaqraw u jifhmu messaġġi f'reklami u grafika oħra marbuta ma' l-ambjent.	Jiktbu sentenzi fejn mhux biss jiktbu isimhom u kunjomhom iżda ismijiet oħrajn ukoll.
2.1.3 Jifhmu li l-interazzjoni soċjali fil-klassi tinkiseb billi jsegwu b'attenzjoni kull kmand, struzzjoni, direzzjoni u tagħrif.	2.2.3 Jitkellmu dwar dak li joghgobhom/ma joghgobhomx fil-kuntest skolastiku.	2.3.3 Jagħrfu jaqraw u jfissru l-fehem ta' messaġġi mwassla minn sinjali fit-toroq, tabelli u avvizi pubbliċi li jkunu esposti għalihom.	2.4.3 Jiktbu l-ismijiet tal-membri tal-familja abbinati ma' l-omm, il-missier, l-aħwa u n-nanniet.

Jisimġhu u jsegwu b'attenzjoni kull kmand, struzzjoni, direzzjoni u taġrif biex jattivaw kemm il-moħħ kif ukoll il-gisem.	Fi gruppi jisimġhu lil xulxin jikkellmu dwar temi fejn individwalment jaġhtu fehemthom.	Jaqraw tipi ta' inviti varji, messaġġi f'kartolini u f'avvizi u juru l-hila li jaġhtu sunt fi kliemhom.	Jiktbu dettalji qsar fuq inviti ppreparati bhala taħriġ.
	Waqt kull diskussjoni u/jew konverżazzjoni jaġhmlu mistoqsijiet rilevanti mat-tema.		Jiktbu sentenzi qsar li jidentifikaw familjari u ħbieb.
L-Akkwist tal-Vokabularju	It-Tishih tal-Vokabularju	It-Tishih tal-Vokabularju	It-Tqanqil mill-Vokabularju
2.1.4 Aktar mat-tfal jitlaqqgħu ma' testi mismugħa aktar ikunu qed jingħataw opportunitajiet biex iwessgħu l-vokabularju taġħhom. Għalhekk, barra mill-qari ta' testi sew mill-ġhalliem/a kif ukoll minn tfal oħrajn, ikun hemm ħtieġa akbar ta' tlaqqiġ mal-lingwa permezz ta' smiġħ ta' testi minn fuq il-medja.	2.2.4 Għandhom jingħataw kull opportunità biex dak li jisimġhu jirrepetuh fil-klassi kemm individwalment u bhala grupp. Għandhom jikkellmu u jaġhtu kemm sunti kif ukoll jistqarru opinjonijiet dwar testi kemm mismugħa kif ukoll dwar grajjiet fil-ħajja ta' kuljum.	2.3.4 Il-vokabularju jissahħah aktar bil-qari għall-gost mingħajr sfurzar u bl-akbar inkoraġġiment. Għalhekk għandhom kostantement jinħolqu opportunitajiet fejn it-tfal jaqraw mhux biss quddiem shabhom fil-klassi, iżda quddiem udjenzi varji wkoll.	2.4.4 Kull kitba għandha tirrifletti l-vokabularju akkwistat permezz tat-tliet hilet l-oħra. It-tfal għandhom jingħataw kull opportunità biex jesprimu ruħhom, l-ewwel b'mistoqsijiet li jiggwidawhom, imbagħad bit-tqanqil ta' l-immaginazzjoni individwali.
Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim
2.1.5 Juru l-herqa favur is-smiġħ ta' stejjer u lejn il-wiri ta' episodji mill-medja viziva u mill-films.	2.2.5 Juru li kapaci jirakkontaw fi kliemhom u fil-qosor punti importanti minn dak li semgħu jew segwew.	2.3.5 Juru li għandhom il-ħajriet personali dwar l-ġhażla ta' kotba u l-generu letterarju preferit fil-livell taġħhom.	2.4.5 Juru li jafu jiktbu ġemgħat zġħar ta' sentenzi dwar dak li semgħu jew qraw.
2.1.6 Juru l-preferenzi taġħhom dwar stejjer, għanjiet, taqbiliet u drama.	2.2.6 Juru l-preferenzi taġħhom u jiddiskutuhom.	2.3.6 Juru l-preferenzi taġħhom u juru li jafu jaġhtu sunt verbali ta' dak li qraw.	2.4.6 Juru l-hila tal-kitba kreattiva permezz ta' fitt sentenzi f'sekwenza.

Malti - Miri ta' Tagħlim - It-Tielet Sena

3.1 SMIGH	3.2 TAHDIT	3.3 QARI	3.4 KITBA
Jisimghu b'attenzjoni testi qosra li jkun fihom aktar minn aspekk wiehed ta' tagħrif, struzzjonijiet u direzzjonijiet.	Jitkellmu biex jagħtu tagħrifiet qosra u diretti, struzzjonijiet u direzzjonijiet.	Jaqraw testi/stejjer/kotba bil-ghajnuna ta' l-ghalliema kemm mill-kotba tal-klassi kif ukoll minn oħrajn ta' qari għal gost u juru l-fehem fuq dak li jkunu qraw.	Jiktbu kliem, frażijiet, sentenzi u paragrafi għal għadd ta' skopijiet prattiċi.
3.1.1 Jisimghu b'attenzjoni u b'koncentrazzjoni.	3.2.1 Jagħmlu użu minn dak li jkunu semgħu f'taħdit quddiem udjenza/i.	3.3.1 Jaqraw stejjer, taqbiliet, poeziji u testi ta' drama biex mhux biss jiskopru l-alfabett, iżda wkoll biex, permezz tal-kuntest, jitlaqqgħu ma' prattiċi fl-użu ta' espressjonijiet idjomatiċi ħfief.	3.4.1 Jiktbu kliem, frażijiet u sentenzi relatati ma' stampi anke bi skop ta' tishih fit-tagħlim tal-grammatika.
Juru li fehmu t-testi li semgħu u li jagħrfu jipprevedu x'gej minn sekwenzi li jkunu semgħu.	Iwasslu fi kliemhom il-messaġġi li jisiltu mit-tagħrif, struzzjonijiet u direzzjonijiet li jkunu għabru mis-smiġħ.	Juru li għandhom qabda fuq il-qari espressiv permezz tat-tonalità u d-dizzjoni.	Jiktbu sentenzi (għall-bidu), imbagħad paragrafu bi fteit sentenzi, fejn jesponu xi esperjenza personali.
Juru li fehmu bi tweġib verbali u mhux verbali għall-mistoqsijiet magħmula dwar dak li jkunu semgħu.	Jirrepetu taqbiliet, għanjiet u poeziji mill-memorja.	Juru li kapaċi jaqraw bis-sens u b'ritmu tajjeb testi magħrufa u oħrajn mhumiex, quddiem udjenza/i.	Jiktbu kontinwazzjonijiet sempliċi għal xi djalogu mehud minn testi sempliċi biex jintgħallem u jissahħaħ l-għarfien ta' punteggjatura għdida.
	Jgħidu fi kliemhom u fil-qosor l-istejjer u tagħrif ieħor mislut minn dak kollu li jkunu semgħu.	Juru li t-tagħrif mill-kotba qiegħed jinħażen bħala għerf għall-użu fil-futur sew fil-kitba kif ukoll fit-taħdit.	Juru l-hila li jiktbu sentenzi aktar kumplessi bl-użu ta' kongunzjonijiet ħfief.
	Juru l-hila li jagħtu l-opinjoni tagħhom dwar l-esperjenzi ta' karattri mit-testi.		Jaslu biex jiktbu forom ta' rapporti qsar dwar avvenimenti/ġrajniet li jkunu semgħu, raw jew qraw bl-użu ta' forom lingwistiċi.

3.1.2 Juru l-hila li jqabblu stampi/grafika ma' testi u stejjer fejn juru li fehmu l-assoċjazzjoni ta' l-ideat u s-sekwenza.	3.2.2 Iwieġbu għal mistoqsijiet diretti u oħrajn inferenzjali ħfief.	3.3.2 Jaqraw fi gruppi kemm żgħar kif ukoll bhala klassi sħiħa, testi differenti ta' ġeneri varji skond l-għażla tagħhom.	3.4.2 Juru li jafu l-konvenzjoni tal-kitba ta' ittra bl-użu ta' punteġġjatura eżatta.
Juru l-hila li jsegwu b'konċentrazzjoni testi rrimati f'taqbiliet, għanjiet u poeziji.	Iwieġbu għal mistoqsijiet diretti dwar testi li jkunu semgħu.	Juru li kapaċi jaqraw xi artikli/ittri/tagħrifiet minn gazzetti, inklużi l-isem tal-gazzetta partikolari u d-data tal-ħruġ/pubblikazzjoni.	Juru l-hila li jieħdu sehem f'kompetizzjonijiet f'gazzetti u magazins fil-mod sempliċi kif jikkorrispondu.
Juru l-hila li jagħtu kliem nieqes li jirrima fil-versi mismugħa.	Iwieġbu għal mistoqsijiet diretti fil-kuntest tal-ħajja ta' kuljum.	Juru l-hila li jaqraw u li jifhmu mistoqsijiet kemm diretti u kemm ta' xejra inferenzjali dwar testi varji u li kapaċi jsibu twegibiet <i>ad litteram</i> mit-test/i.	Juru l-hila li jfasslu daqs tliet u ħames mistoqsijiet lil xi haddiema/professjonisti dwar xogħolhom.
Juru attenzjoni u konċentrazzjoni fuq testi bi djalogi u testi mid-drama.	Iwieġbu għal mistoqsijiet anqas diretti (inferenzjali) fil-kompetenza u fil-livell tagħhom.	Juru li kapaċi jaqraw bis-sens u b'ritmu tajjeb testi magħrufa u oħrajn mhumiex quddiem udjenza/i.	Juru li jafu jiktbu dwar il-karatteristiċi fl-ambjent naturali abbinati ma' l-istaġuni, ix-xhur u d-differenzi klimatiċi.
	Jagħmlu talbiet għal htigiet bażiċi u għal kull għajjnuna oħra meħtieġa.	Jaqraw għal rashom testi bi skop ta' twegib għall-mistoqsijiet sew diretti kif ukoll ta' xejra inferenzjali.	Juru l-hila li jiktbu twegibiet għal mistoqsijiet, kemm diretti kif ukoll anqas diretti, (inferenzjali), mill-qari f'taħriġ il-fehem.
Juru hila li jikkonċentraw fuq kull kmand, struzzjoni, direzzjoni u tagħrifa mogħtija fil-klassi, fuq kull tislum u kull djalogi.	Jagħtu sehemhom fi gruppi ta' tnejn jew aktar, anke bhala klassi sħiħa, għall-bidu bil-gwida ta' l-għalliem/a, billi jitpoġġewlhom mistoqsijiet li jmexxuhom lejn linja ta' hsieb.	Jagħrfu, jaqraw u jifhmu l-messaġġi mwassla f'kull tip ta' grafika lingwistika kemm fl-ambjent fiżiku kif ukoll fil-medja.	Juru li kapaċi jiktbu dwar stejjer, il-karatteristiċi partikolari tagħhom u dak li għoġobhom/m'għoġobhomx.

3.1.3 Jifhmu li l-interazzjoni fil-klassi soċjali tinkiseb billi jsegwu b'attenzjoni kull kmand, struzzjoni, direzzjoni u tagħrif/a.	3.2.3 Jitkellmu dwar dak li jogħgobhom/ma jogħgobhomx f'kull kument, u juru li jafu jużaw formoli lingwistiċi.	3.3.3 Juru li jafu jaqraw tabelli, grafika lingwistika, avvizi u reklami u li juru l-fehem ta' dawn, xprunati minn mistoqsijiet fuq sitwazzjonijiet maħluqa fil-klassi.	3.4.3 Jiktbu ftit sentenzi dwar storja, episodju, drammi li jkunu semgħu jew qraw.
Jisimgħu u jsegwu b'attenzjoni kull kmand, struzzjoni, direzzjoni u tagħrif/a biex jattivaw kemm il-moħħ kif ukoll il-gisem.	Fi gruppi jisimgħu lil xulxin jitkellmu dwar temi, anke mill-esperjenzi personali, fejn individwalment jagħtu fehemthom.	Jaqraw testi relattivi ma' dik il grafika/avvizi/ reklamar u l-messaġġi li jkunu qegħdin iwasslu.	Jiktbu ftit sentenzi dwar xi karattri minn storja, episodju, drammi li semgħu jew qraw.
	Waqt kull diskussjoni u/jew konverżazzjoni jagħmlu mistoqsijiet rilevanti mat-tema.		
L-Akkwist tal-Vokabularju	L-Akkwist tal-Vokabularju	It-Tishih tal-Vokabularju	It-Tqanqil mill-Vokabularju
3.1.4 Aktar ma l-istudenti jitlaqqgħu ma' testi mismugħa aktar ikunu qed jingħataw opportunitajiet biex iwessgħu l-vokabularju tagħhom. Għalhekk, barra mill-qari ta' testi, sew mill-għalliem/a kif ukoll minn studenti oħrajn, ikun hemm hteiga akbar ta' tlaqqigh mal-lingwa permezz ta' smigh ta' testi minn fuq il-medja.	3.2.4 Għandhom jingħataw kull opportunità biex dak li jisimgħu jirrepetuh fil-klassi kemm individwalment u kemm bhala grupp. Għandhom jitkellmu u jagħtu kemm sunti kif ukoll jistqarru opinjonijiet dwar testi mismugħa, anke mill-medja awdjo/viziva kif ukoll dwar grajjiet fil-hajja ta' kuljum.	3.3.4 Il-vokabularju jissahħah aktar bil-qari għall-gost mingħajr sfurzar u bl-akbar inkoraġġiment. Għalhekk għandhom kostantement jinholqu opportunitajiet fejn it-tfal jaqraw mhux biss quddiem shabhom fil-klassi, iżda quddiem udjenzi varji wkoll.	3.4.4 Kull kitba għandha tirrifletti l-vokabularju akkwistat permezz tat-tliet hilet l-oħra. It-tfal għandhom jingħataw kull opportunità biex jesprimu ruhhom, l-ewwel b' mistoqsijiet li jiggwidawhom, imbagħad bit-tqanqil ta' l-immaginazzjoni individwali.

Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn It-Tagħlim	Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim
3.1.5 Juru l-herqa favur is-smigh ta' stejjer u lejn il-wiri ta' episodji mill-medja viżiva u mill-films.	3.2.5 Juru li kapaċi jirrakkontaw fi kliemhom u fil-qosor punti importanti minn dak li semgħu jew segwew.	3.3.5 Juru li għandhom il-ħajriet personali dwar l-għazla ta' kotba u l-generu letterarju ppreferit fil-livell tagħhom.	3.4.5 Juru li jafu jiktbu gēmgħat żgħar ta' sentenzi qsar dwar dak li semgħu, innotaw jew qraw.
3.1.6 Juru l-preferenzi tagħhom dwar stejjer, għanjiet, taqbiliet, drama.	3.2.6 Juru l-preferenzi tagħhom dwar generi ta' rakkonti, rapporti, programmi, eċċ., li jhobbu jisimgħu u li jagħrfu jiddiskutuhom.	3.3.6 Juru l-preferenzi tagħhom u juru li jafu jagħtu sunt verbali ta' dak li jkunu qraw.	3.4.6 Juru l-hila tal-kitba kreattiva permezz ta' ffit sentenzi f' sekwenza u fl-aħħar bl-użu ta' forom lingwistiċi, kongunzjonijiet u espressjonijiet idjomatici ħfief.

Malti - Miri ta' Tagħlim - Ir-Raba' Sena

4.1 SMIGH	4.2 TAHDIT	4.3 QARI	4.4 KITBA
Jisimghu b'attenzjoni u b'konċentrazzjoni testi li jkun fihom tagħrif dirett, struzzjonijiet u direzzjonijiet.	Jitkellmu biex jagħtu tagħrifiet qosra, direzzjonijiet u struzzjonijiet.	Jaqraw u jifhmu sentenzi, paragrafi, stejjer u testi varji kemm skedati kif ukoll skond il-gosti.	Jiktbu sentenzi u paragrafi qsar fil-binja ggradata u strutturata tal-komponenti.
4.1.1 Juru li fehmu tagħrif minn testi varji li jqanqlu taħriġ prattiku, fiżiku u akkademiku.	4.2.1 Juru l-hila li jitkellmu dwar x'semgħu, x'raw u xi qraw.	4.3.1 Jaqraw stejjer, taqbiliet, poeziji u testi ta' drama biex, permezz tal-kuntest, jitlaqqgħu ma' prattiċi fl-użu ta' espressjonijiet idjomatiċi ħfief.	4.4.1 Juru li jafu jpoġġu l-vokabularju f'postu u li bih jikkomunikaw fatti, ideat u opinjonijiet f'ordni sekwenzjata.
Juru li minn dak li semgħu jistgħu jsibu applikazzjoni għalih b'mod integrat bil-gwida ta' l-għalliem/a.	Juru l-hila li jafu jagħtu tagħrifiet diretti u qosra dwar esperjenzi, għajdut u grajjiet attwali.	Juru li għandhom qabda fuq il-qari espressiv permezz tat-tonalità, id-dizzjoni u l-elokwenza.	Juru li jafu jfasslu pjan miktub f'forma ta' raġġiera li jwassalhom sabiex jibnu paragrafi għal komponenti sempliċi.
	Juru li kapaċi jagħtu struzzjonijiet u direzzjonijiet li jikkonċernaw attivitajiet, movimenti u xogħol prattiku.	Juru li kapaċi jaqraw bis-sens u b'ritmu tajjeb testi magħrufa, u oħrajn li mhumiex, quddiem udjenza/i.	Juru li kapaċi jiktbu serje ta' sentenzi/paragrafi, imqanqla minn stampa/i anke fejn ikunu mħajra jbassru t-tmiem.
		Juru li t-tagħrif mill-kotba/mill-qari qiegħed jinħażen bħala għerf għall-użu fil-futur sew fil-kitba kif ukoll fit-taħdit.	Juru li minn serje ta' kliem/frazzjonijiet ikunu kapaċi jfasslu kitba kreattiva.
Jisimghu programmi ta' kull xorta mill-medja awdjo/viżiva li jqanqlulhom l-interess għal attivitajiet varji.	Juru li kapaċi jitkellmu dwar stejjer sempliċi, poeziji jew testi drammatiċi li jkun seggew, semgħu jew qraw.	Juru li waqt li jestendu l-qari minn stejjer, poeziji u testi drammatiċi għal gazzetti, perjodiċi, magazins eċċ., jagħrfu wkoll il-karatteristiċi u d-differenzi tal-ġeneri varji.	Juru li jagħrfu li l-kitba kreattiva mhix biss dik tal-komponent.

4.1.2 Juru li japprezzaw stejjer, testi b'tagħrif, struzzjonijiet u direzzjonijiet u li kapaċi jsegwu u ifittxu dwar dak li jkunu semgħu.	4.2.2 Jitkellmu dwar sunti kif ukoll opinjonijiet dwar testi varji li jkunu semgħu jew qraw, dwar filmati, episodji jew dokumentarji murija fil-medja viżiva.	4.3.2 Juru li meta jaqraw jafu x'inhu episodju, kapitlu, artiklu, avviz, reklam, slogan, kapxin u li kapaċi jisiltu messaġġi/tifsir minnhom f'sunti differenti.	4.4.2 Juru li kapaċi jiktbu messaġġ f'kapxin, fi slogan, f'reklam, jew f'avviżi abbinati ma' ritratti, tpingijiet jew karikaturi.
Juru li minn dak li jkunu semgħu hemm xebh/differenza minn dak li jesperjenzaw fil-hajja tagħhom.	Jitkellmu dwar karattri maħluqa f'testi u jqabblu l-emozzjonijiet tal-karattri ma' tagħhom.	Juru li jkunu kunfidenti meta jaqraw testi mhux familjari u li kapaċi jiskennjaw.	Juru li jafu jiktbu ittri qsar bħal xi forma ta' stedin, ta' xewqat jew ta' ringrazzjament.
Juru li kapaċi jbossru konklużjonijiet ta' stejjer.	Juru li għandhom għajn għarriexa għad-dettal u li kapaċi jorqmu fi ftit kliem sunti dwar grajjiet li esperjenzaw.	Juru li meta jaqraw testi jkunu kapaċi jisiltu minnhom tagħrif dwar sfond u li jagħtu opinjoni dwar fatti jew linja ta' hsieb.	Juru li kapaċi jimlew formoli b'informazzjoni personali u b'kummenti qsar dwar attivitajiet personali (speċi ta' CV).
			Juru li kapaċi jkomplu djalogu/i bi ftit sentenzi billi jsegwu s-sekwenza ta' grajjiet u l-linji ta' hsieb espressi fit-test.
Jogoghdu attenti għall-fehmiet ta' l-ohrajn meta xi attività tkun mifruxa fi grupp/i.	Jitkellmu ma' ohrajn fi grupp/i jew waqt attivitajiet ta' gruppi relatati ma' tema/i u/jew attività Prattika.	Jaqraw fi gruppi ta' tnejn jew aktar quddiem udjenza/i biex isiru aktar kunfidenti.	Jiktbu b'aktar konċentrazzjoni fuq is-sintassi, fuq il-formoli lingwistiċi u l-idjoma.
4.1.3 Juru koerenza ta' hsieb meta jagħmlu kummenti jew ikunu lesti biex jagħtu alternattivi.	4.2.3 Fil-gruppi jistaqsu jew iwiegħbu mistoqsijiet dwar l-attività kurrenti u jagħtu direzzjonijiet ukoll.	4.3.3 Juru li jafu jagħtu tonalità waqt qari u, li jsaħħu l-fehem ta' l-udjenza/i bil-lingwaġġ tal-gisem, speċjalment waqt il-qari ta' diskorsi/djalogi diretti.	4.4.3 Juru li kapaċi jużaw firxa wiesgħa ta' vokabularju u espressjonijiet idjomatiċi mill-ħażna li jkunu għabru.
Juru li jsegwu b'attenzjoni kummenti/suġġerimenti alternattivi ta' haddiehor.	Jitkellmu billi jwiegħbu waqt intervista dwar tema/attività kurrenti jew dwar esperjenzi.	Juru li jafu jaqraw dettalji/listi meta jintalbu jagħmlu xi proċess Prattiku, u li jafu jesponu l-proċess wara li jsir.	Juru li kapaċi jixprunaw l-ideat b'mistoqsijiet lilhom infushom biex jaslu għall-binja ta' sentenzi espressivi.
Juru li kapaċi jagħtu	Jitkellmu billi jagħmlu	Juru li kapaċi jaqraw	Juru li barra milli jiktbu jkunu

reazzjoni/jiet għall-kummenti ta' haddiehor.	mistoqsijiet f'xi servejs, riċerki jew intervisti barra mill-hitana tal-klassi.	<i>brochures/depliants</i> u li minnhom ikunu kapaċi jisiltu taġrif għal xi htigiet individwali /komuni/ ġenerali.	kapaċi li jagħmlu tibdil/tiswijiet fuq il-kitba taġhom permezz ta' proofreading.
L-Akkwist tal-Vokabularju	L-Akkwist tal-Vokabularju	It-Tisih tal-Vokabularju	It-Tqanqil mill-Vokabularju
4.1.4 Aktar mat-tfal jitlaqqgħu ma' testi mismugħa aktar ikunu qed jingħataw opportunitajiet biex iwessgħu l-vokabularju taġhom. Għalhekk, barra mill-qari ta' testi sew mill-ghalliem/a kif ukoll minn tfal oħrajn, ikun hemm htiega akbar ta' tlaqqiġ mal-lingwa permezz ta' smiġh ta' testi minn fuq il-medja.	4.2.4 Għandhom jingħataw kull opportunità biex dak li jisimġu jirrepetuh fil-klassi kemm individwalment kif ukoll bħala grupp. Għandhom jikkellmu, jagħtu sunti u jistqarru opinjonijiet kemm dwar testi mismugħa (anke mill-medja awdjo/viziva) kif ukoll dwar grajjiet/esperjenzi mill-hajja ta' kuljum.	4.3.4 Il-vokabularju jissahħah aktar bil-qari għall-gost mingħajr sfurzar u bl-akbar inkoraġġiment. Għalhekk għandhom kostantement jinholqu opportunitajiet fejn it-tfal mhux biss jaqraw quddiem shabhom fil-klassi, iżda wkoll quddiem udjenzi varji.	4.4.4 Kull kitba għandha tirrifletti l-vokabularju akkwistat permezz tat-tliet hilet l-oħra. It-tfal għandhom jingħataw kull opportunità biex jesprimu ruħhom, l-ewwel b'mistoqsijiet li jiggwidawhom, imbagħad bit-tqanqil ta' l-immaginazzjoni individwali.
Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim
4.1.5 Juru l-herqa favur is-smiġh ta' stejjer u ta' ġeneri varji kif ukoll lejn smiġh u wiri ta' episodji mill-medja viziva u mill-films.	4.2.5 Juru li kapaċi jirakkontaw fi kliemhom u fil-qosor punti importanti minn dak li semgħu jew segwew.	4.3.5 Juru li għandhom il-hajriet personali dwar l-ghazla ta' kotba u l-ġeneru letterarju ppreferit fil-livell taġhom.	4.4.5 Juru li jafu jiktbu ġemgħat ta' sentenzi u paragrafi dwar dak li semgħu, innotaw jew qraw, anke permezz ta' sommarji/notamenti miktuba biex jiftakru fatti/karatteristiċi/differenzi.
4.1.6 Juru l-preferenzi taġhom dwar stejjer, għanjiet, taqbiliet, drama.	4.2.6 Juru l-preferenzi taġhom dwar ġeneri ta' rakkonti, rapporti, programmi, eċċ. li jhobbu jisimġu u li jagħrfu jiddiskutuhom.	4.3.6 Juru l-preferenzi taġhom għal xi ġeneru partikolari u juru li jafu jagħtu sunt ta' dak li qraw kemm verbalment kif ukoll bil-kitba.	4.4.6 Juru l-hila tal-kitba kreattiva permezz ta' sentenzi u paragrafi f'sekwenza u fl-aħħar bl-użu ta' forom lingwistiċi, kongunzjonijiet u espressjonijiet idjomatiċi.

Malti - Miri ta' Tagħlim – Il-Hames Sena

5.1 SMIGH	5.2 TAHDIT	5.3 QARI	5.4 KITBA
Jisimghu b'attenzjoni u b'konċentrazzjoni testi li jkun fihom tagħrif dirett, struzzjonijiet u direzzjonijiet.	Jitkellmu b'mod li jagħtu għadd ta' tifsiriet qosra u diretti, struzzjonijiet u direzzjonijiet.	Jaqraw stejjer, tagħrif, listi ta' struzzjonijiet fi proċessi, kotba ta' riferenza, artikli minn gazzetti/magazines u perjodiċi, brochures u deplianti.	Jiktbu sentenzi u paragrafi qsar fil-binja gradata u strutturata tal-komponenti.
5.1.1 Juru li fehmu tagħrif minn testi varji li jqanqlu taħriġ prattiku, fiżiku u akkademiku.	5.2.1 Juru l-hila li jitkellmu dwar x'semgħu, x'raw u xi qraw b'mod sekwenzjali.	5.3.1 Juru li kapaċi jwieġbu mistoqsijiet diretti u inferenzjali għal skop ta' l-kejl tal-fehem.	5.4.1 Juru li jafu jpoġġu l-vokabularju f'postu f'sintassi mibnija mill-bażi u li bih jikkomunikaw fatti u ideat f'ordni sekwenzjata.
Juru li minn dak li semgħu jistgħu jsibu applikazzjoni għalih b'mod integrat, bil-gwida ta' l-għalliem/a.	Juru l-hila li jagħtu tagħrifiet diretti u qosra dwar esperjenzi, għajdut u grajjiet attwali.	Juru li kapaċi jaqraw informazzjoni minn sorsi varji u li kapaċi jisiltu minnha l-aktar tagħrif essenzjali għal skop personali jew għal xi proġett.	Juru li jafu jfasslu pjan miktub f'forma ta' raġġiera li jwassalhom jibnu l-paragrafi bl-ideat assoċjati u msenslin minn waħda għall-oħra f'komponenti sempliċi.
	Juru li kapaċi jagħtu struzzjonijiet u direzzjonijiet li jikkonċernaw attivitajiet, movimenti, proċessi u xogħol prattiku kemm fil-klassi kif ukoll barra minnha.	Juru li minn dak il-qari kapaċi jsegwu linja ta' ħsieb, struzzjonijiet, direzzjonijiet kif ukoll ifasslu opinjoni.	Juru li kapaċi jiktbu serje ta' sentenzi/paragrafi mqanqla minn stampa/i anke fejn ikunu mgħiegħla jibassru tmiem kif iħossu li huwa relevanti għas-sitwazzjoni/jiet espressa/i fl-istampa/i.
			Juri li huma kapaċi jużaw serje ta' kliem/frazzjonijiet/ espressjonijiet idjomatiċi mogħtija f'kitba kreattiva, skond l-ideat imqanqla.

Jisimghu lill-ohrajn fi gruppi jew waqt attivitajiet fi gruppi u juru li kapaçi jwieġbu għal dawk il-mistoqsijiet relevanti b'kummenti jew opinjonijiet.	Jitkellmu ma' ohrajn fi gruppi jew waqt attivitajiet fi gruppi, relatati ma' tema/i u/jew attività prattika taht it-tmexxija ta' wiehed/wahda minnhom.	Jaqraw skond il-gosti tagħhom testi varji minn ġeneri differenti dwar firxa wiesgħa ta' suġġetti, kemm fil-privat kif ukoll fil-pubbliku.	Juru li jagħrfu li l-kitba kreattiva m'hix biss dik tal-komponent.
5.1.2 Juru koerenza ta' ħsieb meta jagħmlu kummenti jew ikunu lesti biex jagħtu alternattivi.	5.2.2 Fil-gruppi jistaqsu jew iwieġbu mistoqsijiet dwar l-attività kurrenti u jagħtu struzzjonijiet u direzzjonijiet ukoll.	5.3.2 Juru li kapaçi jaqraw minn rajhom f'kull waqt liberu, kemm fil-klassi u barra minnha, u li permezz tad-diskussjoni joħorġu fehmiet personali.	5.4.2 Juru li kapaçi jiktbu messagġ f'kapxin, fi slogan, f'reklam, jew f'avviz ma' ritratti, tpingijiet jew karikaturi.
Juru li jsegwu b'attenzjoni l-kummenti/s- suġġerimenti alternattivi ta' haddieħor.	Jitkellmu billi jwieġbu waqt intervista/i minn sħabhom stess dwar tema/attività kurrenti jew esperjenzi personali.	Juru li kapaçi jaqraw quddiem udjenza/i testi minn ġeneri tal-gosti tagħhom u li fuq kolloxx ikunu kapaçi jagħmlu kummenti.	Juru li kapaçi joħolqu djalogi relatati ma' komiks jew storja ritratt u wkoll in-narrativa sempliçi li tmur magħhom.
Juru li kapaçi jagħtu reazzjoni/jiet għall-kummenti ta' haddieħor waqt li jaçcettaw il-kritika/is-suġġerimenti.	Jitkellmu billi jagħmlu mistoqsijiet f'xi servejs, ricerki jew intervisti barra mill-klassi, taht il-gwida ta' l-għalliem/a.	Juru li jkunu kunfidenti meta jaqraw testi mhux familjari u li kapaçi jiskennjaw.	Juru li jafu jiktbu ittri qsar għal xi forma ta' stedini, ta' xewqat, ta' dispjaçir, ta' ringrazzjament jew ta' lment.
	Juru li kapaçi jagħmlu stqarrijiet f'isem il-grupp wara ħidma, diskussjoni jew attività prattika.	Juru li minn dak li jkunu qraw, barra li jkunu segwew il-linja ta' ħsieb, ikunu kapaçi jikkummentaw dwar is-sengħa ta' l-awtur.	Juru li kapaçi jimlew formoli b'data personali u b'kummenti qsar dwar attivitajiet personali, namriet u ħajriet (speçi ta' CV).
		Juru li jagħrfu d-differenzi bejn tipi ta' testi u ġeneri diversi ta' kitba.	Juru li kapaçi jkomplu djalogu/i bi ffit sentenzi u mistoqsijiet billi jsegwu s-sekwenza ta' grajjiet u l-linji ta' ħsieb espressi fit-test.

Joqogħdu attenti għal stejjer, poeżiji u testi drammatiċi biex jidraw jagħtu l-impresjoni/opinjoni tagħhom dwar l-esperjenzi ta' awturi jew dwar il-karattri mdahhla fit-test/i.	Jitkellmu ma' gruppi jew fi gruppi billi jagħmlu preżentazzjonijiet orali meġġuna minn grafika jew illustrazzjonijiet biex iwasslu tagħrif miksub.	Jaqrav fi gruppi bl-iskop li jidraw jiddiskutu u jfasslu biex itellghu huma stess avvenimenti ta' bixra letterarja fl-iskola u barra minnha.	Jiktbu b'aktar konċentrazzjoni fuq is-sintassi, fuq il-formoli lingwistiċi u l-idjoma waqt li jkollhom f'moħħom is-sentenza topika u l-ideat sekwenzjati li johorġu minnha.
5.1.3 Juru li kapaċi jaraw id-differenza bejn generi varji tal-letteratura.	5.2.3 Juru li kapaċi jagħtu rapporti jew rendikonti verbali ta' xi tiftix jew riċerka dwar tema jew proġett.	5.3.3 Juru li f'kull qari espressiv jafu jagħtu tonalità, dizzjoni u lingwaġġ tal-ġisem biex toħroġ l-elokwenza.	5.4.3 Juru li mill-ħażna li jkunu akkumulaw ikunu kapaċi jużaw firxa wiesgħa ta' vokabularju u espressjonijiet idjomatiċi li twassal għall-binja sintattika organizzata.
Juru li waqt is-smiġħ ta' testi varji kapaċi jagħrfu f'it fatturi/xejriet/karatteristiċi/simil aritajiet/differenzi.	Juru li kapaċi jitkellmu dwar ġrajjet u esperjenzi personali fil-qasam pubbliku, sportiv, skolastiku u/jew l-ambjent tal-familja.	Juru li permezz tal-ħajriet individwali fil-qari kapaċi jipprezentaw <i>Puppet Show</i> meħuda mil-letteratura klassika.	Juru li kapaċi jixprunaw l-ideat b'mistoqsijiet lilhom infushom biex jaslu għall-binja ta' sentenzi espressivi u li permezz ta' pjan f'forma ta' raġġiera jrieġu lilhom infushom biex isenslu idea/t m'oħra/jn.
Juru li kapaċi jkunu udjenza serja, valida u effettiva billi jagħrfu jiġbru tagħrif minn dak li semgħu jew li jafu jisiltu punti importanti.	Juru li waqt udjenza/i fi gruppi, kapaċi jitkellmu dwar testi minn generi varji u li jagħrfu jagħtu tagħrif dwar karattri/ġrajjet u jagħtu deskrizzjonijiet.	Juru li permezz tal-ħajriet individwali fil-qari jkunu kapaċi jaddattaw reċtar sempliċi bi djalogar addattat minn testi moqrija.	Juru li mill-introduzzjoni kapaċi jibnu paragrafi li juru kontinwità u koerenza fil-ħsieb/ħsibijiet espressi.
	Juru li kapaċi jwieġbu għal mistoqsijiet u li jkunu ippreparati b'taġħrif li jsahħaħ l-opinjoni tagħhom.	Juru li kapaċi jmexxu serata, anke f'Jum il-Premjazzjoni, u li fiha juru t-talenti tagħhom permezz tal-partecipazzjoni attiva.	Juru li barra li jiktbu jkunu kapaċi li jagħmlu tibdil u tiswijiet fil-kitba tagħhom, permezz ta' <i>proofreading</i> .
L-Akkwist tal-Vokabularju	L-Akkwist tal-Vokabularju	It-Tishih tal-Vokabularju	It-Tqanqil mill-Vokabularju
5.1.4 Aktar ma l-istudenti jitlaqqgħu ma' testi mismugħa aktar ikunu qed jingħataw opportunitajiet biex iwessgħu l-vokabularju tagħhom. Għalhekk, barra mill-qari ta' testi, sew mill-	5.2.4 Għandhom jingħataw kull opportunità biex dak li jisimghu, jaqrav jew jaraw jirrepetuh fil-klassi, kemm individwalment u, kemm bħala grupp. Għandhom jitkellmu u jagħtu sunti kif ukoll	5.3.4 Il-vokabularju jissahħaħ aktar bil-qari għall-gost mingħajr sfurzar u bl-akbar inkoraġġiment. Għalhekk għandhom kostantement jinħolqu opportunitajiet fejn it-	5.4.4 Kull kitba għandha tirrifletti l-vokabularju akkwistat permezz tat-tliet hilet l-oħra. L-istudenti għandhom jingħataw kull opportunità biex jesprimu ruħhom, l-

għalliem/a kif ukoll minn studenti oħrajn, ikun hemm hteġa akbar ta' tlaqqiġ mal-lingwa permezz ta' smiġh ta' testi minn fuq il-medja.	jistqarru opinjonijiet kemm dwar testi kemm mismuġha (anke mill-medja awdjo/viziva) kif ukoll dwar ġrajjet/esperjenzi mill-ħajja ta' kuljum.	tfal jaqraw mhux biss quddiem shabhom fil-klassi, iżda wkoll quddiem udjenzi varji. Barra minn hekk il-vokabularju jissahħaħ wkoll permezz ta' opportunitajiet ta' reċtar.	ewwel b'mistoqsijiet li jiggwidawhom, imbagħad bit-tqanqil ta' l-immaginazzjoni individwali.
Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim
5.1.5 Juru l-herqa favur is-smiġh ta' stejjer u ta' ġeneri varji kif ukoll favur smiġh u wiri ta' episodji mill-medja viziva u mill-films.	5.2.5 Juru interess fir-rakkonti u li huma wkoll ikunu kapaċi jirrakkontaw fi kliemhom u fil-qosor punti importanti minn dak li semgħu, qraw, raw jew segwew.	5.3.5 Juru li għandhom il-ħajriet personali dwar l-għazla ta' kotba u l-ġeneru letterarju ppreferit fil-livell tagħhom. Jithallew juru wkoll l-għażliet ta' films u programmi televizivi li jħobbu jsegwu.	5.4.5 Juru li jafu jiktbu ġemgħat ta' sentenzi u paragrafi dwar dak li jkunu semgħu, innotaw, segwew, raw jew qraw, anke permezz ta' sommarji u/jew noti miktuba biex jinftakru fatti, differenzi, similaritajiet u karatteristiċi.
5.1.6 Juru l-preferenzi tagħhom dwar stejjer, għanjiet, taqbiliet, drama.	5.2.6 Juru l-preferenzi tagħhom dwar ġeneri ta' rakkonti, rapporti, programmi, eċċ. li jħobbu jisimġu, jaqraw jew isegwu u li jagħrfu jiddiskutuhom.	5.3.6 Juru l-preferenzi tagħhom għal xi ġeneru partikolari u juru li jafu jagħtu sunt ta' dak li jkunu qraw, kemm verbalment u kif ukoll bil-kitba.	5.4.6 Juru l-ħila tal-kitba kreattiva permezz ta' sentenzi u paragrafi f' sekwenza u fl-aħħar bl-użu ta' forom lingwistiċi, kongunzjonijiet u espressjonijiet idjomatiċi u, fejn hu meħtieġ, b'riferenzi sempliċi.

Malti - Miri ta' Tagħlim – Is-Sitt Sena

6.1 SMIGH	6.2 TAHDIT	6.3 QARI	6.4 KITBA
Joqogħdu attenti għal testi li jkun fihom tagħrif, struzzjonijiet u direzzjonijiet u li juru li fehmuhom.	Jitkellmu b'mod li jagħtu għadd ta' tifsiriet qosra u diretti, struzzjonijiet u direzzjonijiet.	Jaqraw tagħrif, struzzjonijiet, direzzjonijiet u informazzjoni minn kotba ta' referenza inklużi enċiklopediji, gazzetti, magazins, u testi varji bi skop ukoll għal taħriġ il-fehem.	Jiktbu sentenzi sempliċi u kumplesi f'paragrafi u f'komponenti fejn juru li għal skopijiet prattiċi kapaċi jesponu, b'organizzazzjoni u b'koerenza, fatti u ideat b'vokabularju meqjus u f'postu.
6.1.1 Juru li minn dak li jisimgħu jagħrfu jagħmlu għażla jew jiehdu deċizzjonijiet.	6.2.1 Juru l-hila li jitkellmu b'mod sekwenzjali dwar x'semgħu, x'raw u xi qraw.	6.3.1 Juru li kapaċi jfittxu b'mod alfabetiku kliem/tifsir, tagħrif minn sorsi varji, inklużi listi elenkati eċċ.	6.4.1 Juru li kapaċi jiktbu sentenzi sempliċi u/jew kumplessi fejn juru sekwenza u assoċjazzjoni ta' ideat.
Jisimgħu kif minn diskussjoni bejn tnejn jew aktar jistgħu jizviluppaw linja/i ta' hsieb.	Juru l-hila li jafu jagħtu tagħrifiet diretti u qosra dwar l-esperjenzi, għajdut u grajjiet attwali.	Juru li kapaċi jaqraw kull tagħrif li jsibu minn sorsi differenti u li jifhmu t-tifsir ta' kliem, frażijiet u espressjonijiet mill-kuntest.	Juru li qabel il-kitba (Pre-Writing) jagħmlu eżerċizzju ta' pjan f'forma ta' raġġiera fejn, permezz ta' mistoqsijiet lilhom infushom, ifasslu l-qafas tal-komponent.
			Juru li b'mod sempliċi kapaċi jiktbu sentenza topika f'introduzzjoni u li minnha jsenslu sentenzi u paragrafi mibnija fuq sekwenza ta' ideat fil-qafas tal-komponent.
Juru li minn dak li jisimgħu jkun kapaċi jfasslu opinjoni dwar fatti jew invenzjonijiet (fact/fiction).	Juru li kapaċi jagħtu struzzjonijiet u direzzjonijiet li jikkonċernaw attivitajiet, movimenti, proċessi u xogħol prattiku kemm fil-klassi kif ukoll barra minnha.	Juru li kapaċi jwieġbu mistoqsijiet diretti dwar testi varji li jaqraw, inklużi brochures/depliants u avvizi, u li jafu jisiltu tagħrif essenzjali u relevanti għal tema/i għal xi proġett/i.	Juru qabda soda fuq firxa wiesgħa ta' vokabularju u espressjonijiet idjomatici li tgħinhom fl-organizzazzjoni ta' l-ideat u fil-prezentazzjoni generali tal-komponent.
Jisimgħu b'attenzjoni fi gruppi	Jitkellmu ma' ohrajn fi	Jaqraw għall-gost minn ġeneri	Jiktbu frażijiet, messagġi, sentenzi,

<p>ta' tnejn jew aktar, anke waqt attivitajiet fi gruppi, u jfasslu mistoqsijiet biex jistaqsu b'mod rilevanti u mbagħad juru li jappoġġjaw opinjoni/jiet jew joffru opinjoni/jiet alternattivi.</p>	<p>gruppi jew waqt xi attività u jagħtu sehemhom għall-ghan ta' dik l-attività.</p>	<p>varji tal-letteratura u juru li kapaċi jagħtu opinjoni personali sew bil-kliem kif ukoll bil-kitba.</p>	<p>paragrafi u komponimenti mqanqlin minn tpingijiet, ritratti, stampi, komiks u grafika marbuta ma' l-ambjent.</p>
<p>6.1.2 Jisimghu taħdita, lekċer, diskussjoni, eċċ., u jieħdu notamenti li jservu għal taħdit personali aktar 'il quddiem.</p>	<p>6.2.2 Juru li kapaċi jistaqsu u jwiegbu b'mod rilevanti għal tema/i jew linja/i ta' ħsieb f'diskussjoni.</p>	<p>6.3.2 Juru li kapaċi jaqraw b'mod indipendenti kotba u/jew testi varji u li kapaċi jisiltu punti importanti dwar l-istorja (inklużi l-isfond), il-plott, l-ambjent u l-karattri.</p>	<p>6.4.2 Juru li kapaċi jiktbu messaggġ f'kapxin, fi slogan, f'reklam, jew f'avviż ma' ritratti, tpingijiet jew karikaturi.</p>
<p>Juru li fi gruppi kapaċi jisimghu lil xulxin u jagħmlu mistoqsijiet dwar tema/i li jkomplu jqanqlu interess fis-smiġh.</p>	<p>Juru li kapaċi jikkummentaw b'logika u b'mod koerenti favur jew kontra l-ideat ta' l-oħrajn u billi juru li huma konxji mill-ħsibijiet/fehmet jew sentimenti ta' l-oħrajn.</p>	<p>Juru li kapaċi jaqraw testi varji b'mod indipendenti u li maddaqqat t'għajn isibu, jagħrfu u jisiltu punti ewlenin dwar it-testi mqanqla sew minn mistoqsijiet jew minn rajhom biex isaħħu opinjoni.</p>	<p>Juru li minn karikatura, reklam, <i>comic strip</i> ikunu kapaċi jifhmu messaggġ u jesponu l-ideat li jqanqlulhom.</p>
<p>Juru li fi gruppi jieħdu inkarigu bhala mexxejja (<i>leader</i> u/jew <i>rapporteur</i>) u juru li kapaċi jwasslu l-konklużjonijiet u deċiżjonijiet lill-għalliem/a u lil shabhom l-oħra fil-klassi.</p>	<p>Juru li waqt taħdit/smiġh ikunu lesti għar-reazzjonijiet ta' haddiehor permezz ta' preparazzjoni għat-tishiħ ta' l-argument tagħhom fuq linja ta' ħsieb u/jew opinjoni.</p>	<p>Juru li meta jaqraw jagħrfu d-differenza bejn tipi differenti ta' testi sempliċi: stejjer, poeziji, drama, listi bi struzzjonijiet, proċessi, u testi informattivi minn sorsi ta' xjenza, kultura, storja, eċċ.</p>	<p>Juru li kapaċi jsegwu linja/i ta' ħsieb minn fuq serje ta' stampi, ritratti kif ukoll komiks u storja-ritratti u jaslui biex jiktbu dwarhom.</p>

			Juru li kapaçi jkomplu u/jew johlqu djalogi bi kliem/frazzjiet/sentenzi, mistoqsijiet u esklamazzjonijiet addattati u li għandhom ikunu abbinati ma' komiks u storja-ritratti filwaqt li jkunu fehmu l-messaġġi u l-linja/i ta' hsieb.
Jogħdu attenti għal għadd ta' stejjer, poeziji, testi drammatiċi, eċċ. mismugħa minn sorsi differenti, inkluża l-medja awdjo/viżiva, u juru li huma udjenza effettiva.	Jitkellmu ma' gruppi jew fi gruppi billi jagħmlu preżentazzjonijiet orali anke mahsuba minn qabel u meghjuna minn illustrazzjonijiet/grafika.	Jaqraw fi gruppi ta' tnejn jew aktar bl-iskop li minn dak il-qari jaslu biex jaddattaw attivitajiet letterarji sempliċi bhal preżentazzjonijiet, mima u reċtar u li jkunu kapaçi jiffaċċjaw udjenza.	Jiktbu bi skopijiet varji u prattiċi, fejn il-kitba tkun aktar espressiva, funzjonali u aktar espożitorja.
6.1.3 Juru li kapaçi japprezzaw b'mod estensiv sew it-testi, il-karattri, l-isfond u li jagħrfu l-linja didattika fi storja.	6.2.3 Juru li għandhom il-ħila li jipprezentaw flimkien taħdit, reċti, avvizi, struzzjonijiet, direzzjonijiet, proċessi li jkunu addattaw għall-apprezzament u/jew informazzjoni ta' għal haddiehor.	6.3.3 Juru li kapaçi jaqraw fi gruppi jew bejn gruppi biex juru l-qabda fuq id-dizzjoni, it-tonalità, l-elokwenza u l-lingwaġġ tal-ġisem.	6.4.3 Juru li kapaçi jiktbu tipi varji ta' ittri kemm għall-posta tradizzjonali u kemm għall-posta elettronika u li jkollhom il-forma ta': stedini, ilment, xewqat, dispjaċir, ringrazzjament, informazzjoni u suġġeriment.
Juru li kapaçi jqabblu s-sentimenti espressi fit-testi ma' esperjenzi personali.	Juru li bħala membri fi grupp, bi rwoli speċifiċi, ikunu kapaçi jagħmlu stqarrijiet ta' taġħrif, direzzjonijiet u/jew struzzjonijiet.	Juru li minn dak li qraw ikunu kapaçi jagħtu interpretazzjonijiet ta' reċtar/mima quddiem udjenza/i.	Juru li kapaçi jimlew formoli t'applikazzjoni jew f'xi eżerċizzju ta' servej b'informazzjoni personali u b'kummenti qsar dwar attivitajiet personali, namriet u ħajriet (speċi ta' CV).
Juru li kapaçi jaslu biex jipparagunaw il-mod/i kif ikunu espressi messaġġi u/jew ideat f' testi minn ġeneri varji.	Juru li kapaçi jagħmlu rapporti verbali, anke wara kitba, dwar grajjiet u avvenimenti li jkunu segwew minn għajdut, jew milli qraw jew raw.	Juru li quddiem shabhom fi grupp ikunu kapaçi jaqraw testi varji, taġħrifiet, avvizi, direzzjonijiet u struzzjonijiet bi skop li jixprunaw attivitajiet fi hdan il-grupp.	Juru li kapaçi jiktbu avvizi, proċessi, taġħrif għal xi brochures, artikli, intervisti u rapporti dwar avvenimenti anke meghjuna minn ideat u grafika mill-Internet.

L-Akkwist tal-Vokabularju	L-Akkwist tal-Vokabularju	It-Tishih tal-Vokabularju	It-Tqanqil mill-Vokabularju
6.1.4 Aktar mat-tfal jitlaqqgħu ma' testi mismugħa aktar ikunu qed jingħataw opportunitajiet biex iwessgħu l-vokabularju tagħhom. Għalhekk, barra mill-qari ta' testi sew mill-għalliem/a kif ukoll minn tfal oħrajn, ikun hemm hteġa akbar ta' tlaqqigh mal-lingwa permezz ta' smigh ta' testi minn fuq il-medja.	6.2.4 Għandhom jingħataw kull opportunità biex dak li jisimgħu, jaqraw jew jaraw jirrepetuh fil-klassi kemm individwalment u kemm bħala grupp. Għandhom jikkellmu u jagħtu sunti kif ukoll jistqarru opinjonijiet kemm dwar testi mismugħa, (anke mill-medja awdjo/viziva) kif ukoll dwar għajriet u esperjenzi fil-hajja ta' kuljum.	6.3.4 Il-vokabularju jissahħah aktar bil-qari għall-gost mingħajr sfurzar u bl-akbar inkoraġġiment. Għalhekk għandhom kostantement jinholqu opportunitajiet fejn it-tfal jaqraw mhux biss quddiem shabhom fil-klassi, iżda ukoll quddiem udjenzi varji.	6.4.4 Kull kitba għandha tirrifletti l-vokabularju akkwistat permezz tat-tliet hliet l-oħra. It-tfal għandhom jingħataw kull opportunità biex jesprimu ruħhom, l-ewwel b' mistoqsijiet li jiggwidawhom, imbagħad bit-tqanqil ta' l-immaginazzjoni individwali.
Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim	Attitudnijiet lejn it-Tagħlim
6.1.5 Juru l-herqa favur is-smigh ta' stejjer u ta' ġeneri varji kif ukoll favur smigh u wiri ta' episodji mill-medja viziva u films.	6.2.5 Juru interess fir-rakkonti u juru li huma wkoll ikunu kapaċi jirrakkontaw fi kliemhom u fil-qosor punti importanti ta' dak li jkunu semgħu, qraw, raw jew segwew.	6.3.5 Juru li għandhom il-hajriet personali dwar l-għażla ta' kotba u l-ġeneru letterarju ppreferit fil-livell tagħhom. Jithallew juru wkoll l-għażliet ta' films u programmi televiżivi li jhobbu jsegwu.	6.4.5 Juru li jafu jiktbu ġemgħat ta' sentenzi u paragrafi dwar dak li jkunu semgħu, innotaw, segwew, raw jew qraw, anke permezz ta' sommarji u/jew noti miktuba biex jinftakru fatti, differenzi u karatteristiċi.
6.1.6 Juru l-preferenzi tagħhom dwar stejjer, għanjiet, taqbiliet, drama.	6.2.6 Juru l-preferenzi tagħhom dwar ġeneri ta' rakkonti, rapporti, programmi, eċċ., li jhobbu jisimgħu, jaqraw jew isegwu u li jagħrfu jiddiskutuhom.	6.3.6 Juru l-preferenzi tagħhom għal xi ġeneru partikolari u juru li jafu jagħtu sunt ta' dak li jkunu qraw, kemm verbalment u kif ukoll bil-kitba.	6.4.6 Juru l-hila tal-kitba kreattiva permezz ta' sentenzi u paragrafi f' sekwenza u, fl-aħħar, bl-użu ta' forom lingwistiċi, kongunzjonijiet u espressjonijiet idjomatiċi u, fejn hu meħtieġ, b' referenzi sempliċi.

LEARNING OUTCOMES FOR MATHEMATICS

THE MATHEMATICS PROGRAMME

For Primary Schools

Rationale

Mathematics is a logical, reliable and growing body of concepts, which makes use of specific language and skills to model, analyse and interpret the world. It provides a means of communication that is powerful, concise and precise.

As a human activity mathematics involves creativity in the discovery of patterns of shape and number, the recognition of relationships, the modelling of situations, the interpretation of data and the communication of emerging ideas and concepts.

Mathematics is one of the essential areas of learning. Everyone needs to develop mathematical concepts and skills to help them understand and play a responsible role in society. Mathematics education aims to provide students with those skills and understandings.

The need for people to be numerate has always been identified as an important outcome. Mathematics education aims to contribute to the development of a broad range of numeracy skills.

In an increasingly technological age the possession of problem solving and decision making skills is an essential requisite. Mathematics education provides the opportunity for students to develop these skills and encourages them to become flexible problem solvers.

The ability to communicate findings and explanations, and the ability to work satisfactorily in team projects, have been highlighted in the NMC as important outcomes for education. Mathematics education provides many opportunities for students to develop communication skills and to participate in collaborative problem solving situations, thereby contributing to the development of various social and cooperative skills.

Increasingly, information is communicated through the use of graphical displays. The communication of information in graphic form is particularly common in mass media. It is important that people are able to draw sensible conclusions from charts, tables and graphs. At the same time increasing numbers of jobs demand the ability to collect data, to understand and use information technology for the organisation and interpretation of data, and to present reports and summaries. Mathematics education gives young people the opportunity to develop information skills through learning and practising data handling and data interpretation.

General Aims of Mathematics Education

Mathematics education aims to:

- help children appreciate the value of mathematics and its usefulness to them, to develop confidence in their own mathematical ability, to foster a sense of personal achievement and to encourage a continuing and creative interest in mathematics;
- develop in children the skills, concepts, understandings and attitudes which will enable them to cope confidently with the mathematics of everyday life;
- help children develop a variety of problem solving strategies involving mathematics and develop the ability to think and reason logically;
- help children become mathematically literate to in a world which is technologically oriented and information rich;
- provide a foundation for those children who may wish to further their studies in mathematics or other subjects where mathematical concepts are essential.

Achievement Aims of the Mathematics Curriculum

Number and Algebra

The mathematics curriculum provides opportunities for children to:

- develop an understanding of numbers, the ways they are represented and the quantities for which they stand;
- develop accuracy, efficiency and confidence in calculating – mentally, and on paper;
- develop an ability to estimate and to make approximations, and check the reasonableness of results and measurements;
- recognise patterns and relationships in mathematics and the real world;
- develop the ability to use symbols, notation, graphs and diagrams to represent and communicate mathematical relationships and concepts.

Measures, Shape and Space

The mathematics curriculum provides opportunities for children to:

- gain a knowledge of geometrical relations in two and three dimensions and recognise and appreciate their occurrence in the environment;
- develop spatial awareness and the ability to recognise and make use of the geometrical properties and symmetries of everyday objects;
- develop the ability to use geometrical models as aids to solving practical problems in time and space;
- develop knowledge and understanding of systems of measurement and their use and interpretation;
- develop confidence and competence in using instruments and measuring devices.

Data Handling

The mathematics curriculum provides opportunities for children to:

- recognise appropriate statistical data for collection and develop the skills of collecting, organising and analysing data;
- interpret data presented in tables, charts and graphs of various kinds.

Problem Solving

The mathematics curriculum provides opportunities for children to:

- develop flexibility and creativity in applying mathematical ideas and techniques to unfamiliar problems arising in everyday life and develop the ability to reflect critically on the methods they have chosen;
- become effective participants in problem solving teams, learn to express ideas and listen and respond to the ideas of others;
- develop the skills of presentation and critical appraisal of a mathematical argument or calculation, use mathematics to explore and conjecture and learn from mistakes as well as successes;
- develop the characteristics of logical and systematic thinking and apply these in mathematical and other contexts, including other subjects of the curriculum;
- develop the skills and confidence to use the language of mathematics to express mathematical ideas.

Approaches to Teaching and Learning in Mathematics

Problem Solving Approach

A balanced mathematical programme incorporates concept learning and the development, maintenance and application of skills. These should be taught in such a way that children develop their ability to think mathematically.

Children learn mathematical thinking most effectively through the application of concepts and skills in interesting and realistic contexts that are personally meaningful to them. This implies that mathematics is best taught by helping children to solve problems drawn from their own experiences.

Real-life problems are not always closed, nor do they necessarily have only one solution. Determining the best approach for solving a problem when several approaches are possible is a skill frequently required in the workplace. Consequently children need to be given various opportunities to work on open-ended problems. The solution to problems, which are worth solving, rarely involves only one item of mathematical understanding or just one skill. Rather than remembering a single correct method, problem solving requires children to search for clues and make connections to the various pieces of mathematics and other knowledge and skills, which they have learned. Such problems encourage thinking rather than mere recall.

Closed problems, which follow a well-known pattern of solution, develop only a limited range of skills. They encourage memorisation of routine methods rather than experimentation and investigation. Without diminishing the importance of being fluent with basic techniques, routine methods only become useful tools when children can successfully apply them to non-routine and realistic problems.

Good problem solving techniques are characterised by the systematic collection of data or evidence, experimentation (including trial and error followed by improvement), creativity, reflection on and critical evaluation of the process that has been followed. These characteristics may be developed by providing children with opportunities that encourage them to practise and learn simple strategies such as guessing and checking, drawing a diagram, making lists, looking for patterns, classifying, substituting, re-arranging, putting observations into words, making predictions and developing simple proofs.

Learning to communicate about mathematics and through mathematics is part of learning to become a mathematical problem solver and learning to think mathematically. Critical reflection may be developed by encouraging children to share ideas, to use their own words to explain their ideas and to record their thinking in a variety of ways, such as words, symbols, diagrams and models.

The Language of Communication

“The National Minimum Curriculum encourages at this (Primary) level to use English when teaching . . . Mathematics . . . In classroom situations when teaching these subjects in English poses difficulties, code switching can be used as a means of communication.” (NMC p. 79) The NMC document makes a similar recommendation regarding the use of English as the language of communication and the use of code switching where English *“poses great pedagogical problems”*. (NMC p. 82)

In view of these recommendations it is up to the class teacher to decide what language must be used to facilitate the development and acquisition of mathematical concepts. Once this objective is achieved, however, it is essential that children be exposed to the mathematical ideas in English and listen to adults using the words correctly. Care must be taken to ensure that the English language used is simple and accessible; hence it should be presented in very short sentences in situations involving the appropriate mathematical language. The use of flash cards, displaying the specific mathematical language, is recommended. In the younger classes pictures and real-life objects should be used to facilitate the children’s understanding of the language, as do consistency and repetition. As they grow older children should be encouraged to express and articulate their explanations, thinking and reasoning in English to strengthen their mathematical communication skills. However, on no account should the use of either language (Maltese or English) be to the detriment of children learning mathematics.

Developing the Understanding of Mathematical Vocabulary

Children’s failure to understand mathematical vocabulary manifests itself when they fail to answer questions during lessons, when they fail to carry out a set task and when they do poorly in tests and examinations.

Possible reasons for this failure could be that:

- **they do not understand the spoken or written instructions;**
(e.g. *draw a line . . . ; put a ring around one of these numbers . . .*)
- **they are not familiar with the mathematical vocabulary;**
(e.g. *difference, product, prime, multiple, factor, estimate . . .*)
- they may be confused about mathematical terms which have different meanings in English;
(e.g. *table, volume, odd, . . .*)
- they may be confused about other words.
(e.g. *sides and size; width and with; height and the Maltese *ħajt*; straight, vertical and horizontal . . .*)

It is for these reasons that children need to acquire the appropriate mathematical vocabulary so that they can fully participate in set tasks and tests. An even more important reason is that mathematical language is crucial to the children's development of thinking. Unless they have the vocabulary to talk about *division, perimeter, capacity, etc*, they cannot make progress in understanding the various areas of mathematical knowledge.

Since children cannot learn the meaning of words in isolation, the use of questions is crucial in coming to grips with the mathematical ideas and mathematical terms correctly. It is important to ask questions in different ways so those children who do not understand the first time may subsequently pick up the meaning. One should not use only questions that require recall and application of facts but also questions, which require a higher level of thinking and promote good dialogue and interaction. Eventually children will begin to give more complex answers in which they explain their thinking.

All children need regular, planned opportunities to develop their mathematical vocabulary. They need to experience a cycle of **oral work, reading and writing**.

They need **oral work based on practical work** so that they may have visual images and tactile experience of what mathematical words mean in a variety of contexts.

Various forms of oral work include:

- listening to adults and children using words correctly;
- acquiring confidence and fluency in speaking, using complete sentences that include the new words and phrases, sometimes in chorus and sometimes individually;
- describing, defining and comparing mathematical properties, positions, methods, patterns, relationships, and rules;
- discussing ways of tackling a problem, collecting data and organising their work;
- hypothesising or making predictions about possible results;
- presenting, explaining and justifying their methods, results, solutions or reasoning, to the whole class or to a group or partner;
- generalising or describing examples that match a general statement.

They need to **read aloud and silently**, sometimes as a whole class and sometimes individually. For example, they should read:

- numbers, signs and symbols, expressions and equations;
- instructions and explanations in textbooks, workbooks, handouts, . . .;
- labels on diagrams, charts, graphs and tables.

They need to **write and record** in a variety of ways, progressing from words, phrases and short sentences to paragraphs and longer pieces of writing. Different forms of writing include:

- writing prose in order to describe, compare, predict, interpret, explain, justify;
- writing formulae, first using words, then symbols;
- sketching and labelling diagrams to clarify their meaning;
- drawing and labelling graphs, charts or tables, and interpreting and making predictions from the data in them, in mathematics and other subjects.

Catering for Individual Needs (Differentiation)

In accordance with Principle 2 of the NMC, *Respect for Diversity* (p. 30), all children should be given the opportunity to achieve to the maximum of their potential.

Children of lower ability need to have the opportunity to experience a range of mathematics, which is appropriate to their level of development, interests and capabilities. Equally children with exceptional ability in mathematics must be extended and not simply be expected to carry out different repetitions of work they have already mastered.

As new experiences cause children to refine their existing knowledge and ideas, so they construct new knowledge. The extent to which teachers are able to facilitate this process significantly affects how well children learn. It is important that they are given opportunities to relate their new learning to knowledge and skills, which they have developed in the past.

Some children fail to reach their potential because they do not see the applicability of mathematics to their daily lives and because they are not encouraged to connect new mathematical concepts and skills to experiences, knowledge and skills they already have. As a result these children develop a negative attitude towards mathematics. The development of more positive attitudes to mathematics and a greater appreciation of its usefulness are the key to improving child participation.

Use of Resources

Manipulatives

The importance of the use of apparatus to help children form mathematical concepts is well known. Using apparatus provides a foundation of practical experience on which children can build abstract ideas. It encourages them to be inventive, helps to develop their confidence and encourages independence.

Teachers need to make use of an appropriate range of apparatus to focus the children's thinking on the concept to be developed, modifying the apparatus as the learner's understanding grows. The use of manipulatives also facilitates the children's thinking during the problem solving process.

Textbooks

Textbooks contain material that provides children with practice and enrichment. They also contain ideas for problem solving situations, which develop mathematical skills and understanding. However teachers must realise that a textbook is just one tool to help with the implementation of the syllabus.

Information and Communication Technology (ICT)

Computers are learning tools which children can use to discover and reinforce new ideas.

ICT can provide children with opportunities to:

- learn from feedback;
- observe patterns;
- see connections;
- work with dynamic images;
- explore data;
- “teach” the computer by giving it simple instructions.

Mathematics Across the Curriculum

Teachers need to help children appreciate the importance of mathematics in their lives. They may achieve this by using the Thematic Approach or by asking colleagues teaching other subjects to provide examples and contexts that may be used in mathematics lessons.

Here are some opportunities that link Mathematics to other subjects:

English

In mathematics general accuracy in using language can be promoted through:

- interpreting questions orally and in writing;
- clarifying the precise meaning of words or mathematical terms;
- discussing the essential ideas identified in the questions and interpreting them to identify the mathematical content;
- creating an awareness of patterns of language by asking children to explain, argue and present their conclusions to others;
- drawing their attention to the statements involved in mathematical reasoning and proof, such as *if ... then, because, therefore, ...*
- stories and poems, such as *Goldilocks and the Three Bears, Five Little Ducks, ...*

Science

Almost every scientific investigation or experiment is likely to require one or more of the mathematical skills of classifying, counting, measuring, calculating, estimating, recording in tables and graphs. Children will, for example, order numbers, including decimals, calculate means and percentages, decide whether it is more appropriate to use a line graph or bar chart and plot, interpret, and predict from graphs.

Art and Craft

Measurements are often needed in Art and Craft. Many patterns and constructions in our own and other cultures are based on properties of shapes, including symmetry and spatial ideas. Designs may need enlarging or reducing, introducing ideas of multiplication or ratio.

History, Geography

Discussing evidence in history or geography may involve measurement, estimation and approximation skills, and making inferences. Children will make statistical enquiries, for example, in analysing population data to explore and compare lifestyles. The study of maps includes the ideas of angle, direction, position and scale.

Physical Education, Music, Drama

Athletic activities use measurement of height, distance and time. Ideas of counting, time, symmetry, pattern (beats and rhythm), movement, position and direction are used extensively in music, dance and competitive games. Role Play provides children with opportunities to relate mathematics to real-life experiences.

Assessment in Mathematics

Evaluation of children's achievement is an essential part of mathematics education. This is necessary for various purposes:

- to give teachers feedback on the success of their methods and approaches and to assist planning for new learning (***formative***);
- to assess the children's readiness for new learning and to find out what they have learnt (***summative***).

Diagnostic assessment procedures enable teachers to discover difficulties that individual children may be having. Appropriate diagnostic assessment may reveal that the reason for a particular student's lack of progress is a lack of understanding achieved at an earlier time and the difficulty may be relatively easily addressed. Diagnosis may also reveal that the child is very talented and is simply bored by lack of stimulation. Diagnostic assessments enable teachers to plan further learning activities specifically designed to meet the learning needs of individual children. Worthwhile diagnosis may be carried out by employing closed and open-type questions.

Assessment should focus both on what children know and can do, and on how they think about mathematics. **It should involve a broad range of tasks and problems and require the application of a number of mathematical ideas.** Skills assessed should include the ability to communicate findings, to present an argument and to exploit an intuitive approach to a problem.

Assessment should be an integral part of the normal teaching and learning programme. It should involve multiple techniques, including written, oral and demonstration formats. Group and team activities should also be assessed.

Teachers should avoid carrying out only tests which focus on a narrow range of skills such as the correct application of standard algorithms (procedures). While such skills are important, a consequence of a narrow assessment procedure, which isolates skills or knowledge, is that children tend to learn in that way. Mathematics becomes for them a set of separate skills and concepts with little obvious connection to other aspects of learning or to their world.

Assessment should also be undertaken to provide children and their parents with an indication of the child's progress. When marking children's work and giving feedback (oral or written) teachers should indicate what the children have done well and what they need to do to improve and to act on feedback given to them. In summarising the results of evaluations of children's achievement, teachers should report what the children have achieved and how well they achieved it. A grade or mark alone is insufficient.

Strands

The Mathematics curriculum is divided into four strands: **Number and Algebra**; **Measures, Shape and Space**; **Data Handling** and **Problem Solving**. This division is a convenient way of categorising the outcomes for mathematics education in schools. It emphasises that there are a number of aspects, which are all equally important. This division does not mean that children are expected to learn Mathematics in individual “packages”. On the contrary the **Problem Solving** strand is intended to encourage teachers and children to make connections between the other three strands wherever possible.

Level Descriptors

Each of the four strands in the syllabus (*Number and Algebra, Measures, Shape and Space, Data Handling, Problem Solving*) is divided into eight levels describing the development of the Mathematics curriculum from Year 1 in the Primary School to Form 5 in the Secondary School.

A number of Learning Outcomes are described in each strand and at each level. The outcomes define what children should be able to achieve after appropriate learning experiences in mathematics. They define the progression of learning outcomes, which form the core of the Mathematics curriculum.

At each level the outcomes are quite broad. It is expected that, in assessing children’s progress, teachers will make judgements as to an individual’s degree of achievement of particular outcomes and will include comments on that degree of achievement when reporting to parents.

It must be recognised that each child is an individual whose learning development and rate of progress is different from others. (Principle 2: *Respect for Diversity* – NMC p.31) Different children will be ready for particular mathematical content and experiences at different times. It is not expected that all children of the same age will be achieving at the same level at the same time, nor that an individual child will necessarily be achieving at the same level in all strands of the mathematics curriculum.

The levels are not meant to be interpreted as the rungs of a ladder, which is to be climbed as quickly as possible. Nor are they meant to be interpreted as hurdles over which each child must pass before moving to any new work. Rather they are meant to focus the mathematics programmes of schools in a consistent way. They provide a basis for describing clearly children’s progression in learning.

Lesson Structure

The following structure is recommended for the daily Mathematics lesson:

Year **Years 1 to 6**
Group: **45 to 60 minutes**
Duration:

- 1. Oral work and mental calculation**
- 2. The main teaching activity**
- 3. A plenary**

**Oral work and mental calculation
(about 5 to 10 min)**

- whole class work to rehearse, sharpen, and develop mental and oral skills

**The main teaching activity
(about 30 to 40 min)**

- teaching input and pupil activities
- work as a whole class, in groups, in pairs or as individuals

**A plenary
(to round off the lesson)
(about 10 to 15 min)**

- to sort out misconceptions and identify progress
- to summarise ideas and what to remember
- to set work to do at home
- to make links to other work and discuss the next steps

It is also recommended that teachers share the specific Learning Outcome/s with the children at the appropriate time during the introductory part of the lesson.

An additional purpose of the plenary should be to identify progress made vis-à-vis the Learning Outcome. Giving due importance to the Learning Outcome will enhance the children's development of self-assessment skills.

Feedback, in oral and/or written form, should also be related to the Learning Outcome.

Mathematics – Learning Outcomes for Year 1

1.1 NUMBER AND ALGEBRA		1.2 MEASURES, SHAPE AND SPACE		1.3 DATA HANDLING		1.4 PROBLEM SOLVING	
1.1.1	Say and use the number names in order in familiar contexts.	1.2.1	Use language such as more or less, longer or shorter, heavier or lighter ... to compare two quantities.	<i>Not in Year 1</i>		1.4.1	Talk about, recognise and recreate simple patterns.
1.1.2	Count reliably up to 10 everyday objects.	1.2.2	Use language such as circle or bigger to describe the shape and size of solids and flat shapes.			1.4.2	Use developing mathematical ideas and methods to solve practical problems.
1.1.3	Recognise numerals 1 to 9, then 0 and 10, then beyond 10.	1.2.3	Use everyday words to describe position.				
1.1.4	Use language such as more or less, greater or smaller, to compare two numbers.						
1.1.5	In practical activities and discussion: begin to use the vocabulary involved in adding and subtracting.						
1.1.6	Find one more or one less than a number from 1 to 9.						
1.1.7	Begin to relate addition to combining two groups of objects.						
1.1.8	Begin to relate subtraction to 'taking away'.						

N.B. Each reference number shown above tallies with the one given to the same learning outcome in the syllabus. Please refer to the syllabus for more detailed information about each outcome.

Mathematics – Learning Outcomes for Year 2

2.1 NUMBER AND ALGEBRA		2.2 MEASURES, SHAPE AND SPACE		2.3 DATA HANDLING		2.4 PROBLEM SOLVING	
2.1.1	Count reliably at least 20 objects.	2.2.1	Compare two lengths, masses or capacities by direct comparison.	<i>Not in Year 2</i>		2.4.1	Use mental strategies to solve simple problems set in 'real life', money or measurement contexts, using counting, addition, subtraction, halving or doubling, explaining methods and reasoning orally.
2.1.2	Count on and back in ones from any small number, and in tens from and back to zero.	2.2.2	Suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure, a length, mass or capacity.				
2.1.3	Read and write numerals from 0 to at least 20.	2.2.3	Use everyday language to describe features of familiar 3-D and 2-D shapes.				
2.1.4	Understand and use the vocabulary of comparing and ordering numbers.						
2.1.5	Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.						
2.1.6	Order numbers to at least 20.						
2.1.7	Understand the operation of addition, and of subtraction as 'take away', 'difference'.						
2.1.8	Know by heart: all pairs of numbers with a total of 10.						

N.B. Each reference number shown above tallies with the one given to the same learning outcome in the syllabus. Please refer to the syllabus for more detailed information about each outcome.

Mathematics – Learning Outcomes for Year 3

3.1 NUMBER AND ALGEBRA	3.2 MEASURES, SHAPE AND SPACE	3.3 DATA HANDLING	3.4 PROBLEM SOLVING
3.1.1 Describe and extend simple number sequences: count on or back in ones or tens, starting from any two-digit number and recognise odd and even numbers.	3.2.1 Estimate, measure and compare lengths, masses and capacities, using standard units.	<i>Not in Year 3</i>	3.4.1 Choose and use appropriate operations and efficient calculation strategies to solve problems.
3.1.2 Read and write whole numbers to at least 100.	3.2.2 Suggest suitable units and equipment for such measurements.		3.4.2 Explain how a problem was solved.
3.1.3 Know what each digit in a two-digit number represents, including 0 as a place holder.	3.2.3 Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre.		
3.1.4 Order whole numbers to at least 100.	3.2.4 Use the mathematical names for common 3-D and 2-D shapes.		
3.1.5 Understand that subtraction is the inverse of addition.	3.2.5 Sort shapes and describe some of their features.		
3.1.6 Know by heart: all addition and subtraction facts for each number to at least 10.			
3.1.7 Use knowledge that addition can be done in any order to do mental calculations more efficiently.			
3.1.8 State the subtraction corresponding to a given addition, and vice versa.			
3.1.9 Understand the operation of multiplication as repeated addition or as describing an array.			
3.1.10 Know and use halving as the inverse of doubling.			
3.1.11 Know by heart: multiplication facts for the 2 and 10 times-tables.			

Mathematics – Learning Outcomes for Year 4

4.1 NUMBER AND ALGEBRA	4.2 MEASURES, SHAPE AND SPACE	4.3 DATA HANDLING	4.4 PROBLEM SOLVING
4.1.1 Count on or back in ones or tens or hundreds, starting from any two- or three-digit number.	4.2.1 Use units of time and know the relationships between them.	<i>Not in Year 4</i>	4.4.1 Choose and use appropriate operations (including multiplication and division) to solve word problems.
4.1.2 Read, write and order whole numbers to at least 1000. Know what each digit represents.	4.2.2 Identify lines of symmetry in simple shapes, and recognise shapes with no lines of symmetry.		4.4.2 Understand and use Lm notation.
4.1.3 Use symbols correctly, including less than (<), greater than (>), equals (=).	4.2.3 Identify right angles.		
4.1.4 Recognise unit fractions and use them to find fractions of shapes and numbers.			
4.1.5 Recognise simple fractions that are several parts of a whole, and mixed numbers; recognise the equivalence of simple fractions.			
4.1.6 Know by heart: all addition and subtraction facts for each number to 20.			
4.1.7 Add and subtract mentally a 'near multiple of 10' to or from a two-digit number.			
4.1.8 Use known number facts and place value to add or subtract mentally, including any pair of two-digit whole numbers.			
4.1.9 Understand division. Recognise that division is the inverse of multiplication.			

4.1 NUMBER AND ALGEBRA	4.2 MEASURES, SHAPE AND SPACE	4.3 DATA HANDLING	4.4 PROBLEM SOLVING
4.1.10 Know by heart: multiplication facts for the 2, 5 and 10 times-tables. Know by heart: multiplication facts for 3 and 4 times-tables.		<i>Not in Year 4</i>	
4.1.11 Derive quickly: division facts corresponding to 2, 3, 4, 5 and 10 times-tables;			

N.B. Each reference number shown above tallies with the one given to the same learning outcome in the syllabus. Please refer to the syllabus for more detailed information about each outcome.

Mathematics – Learning Outcomes for Year 5

5.1 NUMBER AND ALGEBRA		5.2 MEASURES, SHAPE AND SPACE		5.3 DATA HANDLING		5.4 PROBLEM SOLVING	
5.1.1	Multiply and divide any integer up to 10 000 by 10 or 100 and understand the effect.	5.2.1	Know and use the relationships between familiar units of length, mass and capacity.	5.3.1	Solve a problem by collecting, organising, representing and interpreting data in tables, charts, graphs and diagrams.	5.4.1	Choose and use appropriate number operations and appropriate ways of calculating (mental, mental with jottings, pencil and paper) to solve problems.
5.1.2	Round any positive integer less than 1000 to the nearest 10 or 100.	5.2.2	Classify polygons using criteria.				
5.1.3	Order a given set of positive integers.						
5.1.4	Recognise simple fractions that are several parts of a whole and mixed numbers; Recognise the equivalence of simple fractions.						
5.1.5	Use decimal notation for tenths and hundredths.						
5.1.6	Round a number with one or two decimal places to the nearest integer.						
5.1.7	Relate fractions to division and to their decimal representations.						
5.1.8	Develop and refine written methods for: Column addition and subtraction of two whole numbers less than 1000, and addition of more than two such numbers.						

5.1 NUMBER AND ALGEBRA		5.2 MEASURES, SHAPE AND SPACE	5.3 DATA HANDLING	5.4 PROBLEM SOLVING
5.1.9	Extend written methods to column addition/subtraction of two integers less 10 000.			
5.1.10	Find remainders after division.			
5.1.11	Know by heart all multiplication facts up to 10×10 .			
5.1.12	Extend written methods to short multiplication of HTU by U.			
5.1.13	Extend written methods to long multiplication of TU by TU.			

N.B. Each reference number shown above tallies with the one given to the same learning outcome in the syllabus. Please refer to the syllabus for more detailed information about each outcome.

Mathematics – Learning Outcomes for Year 6

6.1 NUMBER AND ALGEBRA		6.2 MEASURES, SHAPE AND SPACE		6.3 DATA HANDLING		6.4 PROBLEM SOLVING	
6.1.1	Multiply and divide decimals mentally by 10 or 100, and integers by 1000, and explain the effect.	6.2.1	Understand area measured in square centimetres. Understand and use the formula in words, length \times breadth for the area of a rectangle.	6.3.1	Solve a problem by extracting and interpreting data in tables, graphs and charts.	6.4.1	Identify and use appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities.
6.1.2	Reduce a fraction to its simplest form by cancelling common factors.	6.2.2	Calculate the perimeter and area of simple compound shapes that can be split into rectangles.				
6.1.3	Use a fraction as an ‘operator’ to find fractions of numbers or quantities.	6.2.3	Use a protractor to draw acute and obtuse angles to the nearest 5°.				
6.1.4	Solve simple problems involving proportion.						
6.1.5	Order a mixed set of numbers with up to three decimal places.						
6.1.6	Understand percentage as the number of parts in every 100.						
6.1.7	Find simple percentages of small whole-number quantities.						
6.1.8	Extend written methods to column addition and subtraction of numbers involving decimals.						
6.1.9	Derive quickly: division facts corresponding to tables up to 10×10 .						

6.1.10 Extend written methods to: short multiplication of numbers involving decimals; long multiplication of a 3-digit by a 2-digit integer; short division of numbers involving decimals.			
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N.B. Each reference number shown above tallies with the one given to the same learning outcome in the syllabus.
 Please refer to the syllabus for more detailed information about each outcome.

LEARNING OUTCOMES FOR MUSIC

THE MUSIC PROGRAMME

For Primary Schools

Rationale

The teaching of music in primary schools offers pupils in all streams the opportunity to develop their personality and gain confidence, self-esteem and fulfilment in the process. Through music education, pupils are introduced to a wide range of music which in turn helps broaden their cultural horizons. Lessons in music can also encourage pupils to take initiatives through activities such as rehearsing, planning and performing expressively for different audiences, venues and occasions, individually and in groups. In addition, pupils are given the opportunity to be creative by, for example, composing music. Hopefully, after their years in school, they would continue with the same enthusiasm, and promote greater interest in music in their respective communities.

General Aims of Music Education

Pupils should acquire knowledge, skills and understanding of music through activities that integrate **performing, composing and listening and appraising**.

The **performing** repertoire includes pupils' own music and that of others. It is performed using pupils' voices, body percussion and a range of tuned and untuned classroom instruments. These include instruments of various ethnic origins, improvised instruments and sound sources from the environment.

Pupils are encouraged to present performances within the school and in the community.

The resources used for performing are also used for **composing**. Pupils improvise rhythmic and melodic patterns. They compose accompaniments to songs, create sound pictures, music backgrounds and sound effects in response to a variety of stimuli. These could include pictures, stories, poems, mood, specific occasions and drama using structures where appropriate.

Compositions are recorded using symbols or notations.

In **listening and appraising** pupils develop the ability to listen carefully, evaluate and respond physically to their own music and to music from the classical tradition by past and present composers, from folk and popular music and from cultures across the world.

Music – Learning Outcomes for Year 1

1.1 PERFORMING	1.2 COMPOSING	1.3 LISTENING AND APPRAISING
1.1.1 Begin to sing nursery rhymes and unison songs	Begin to explore a range of resources for composing	1.3.1 Begin to recognise different ways of making sounds
1.1.2 Begin to play short musical phrases by ear and from symbols	1.2.2 Begin to compose musical patterns	1.3.2 Begin to recognise how the elements of music and sounds are used in music to create a mood or an effect
1.1.3 Begin to play simple pieces	1.2.3 Begin to compose accompaniments to songs	1.3.3 Begin to recognise music for different purposes
1.1.4 Begin to play accompaniments to songs	1.2.4 Begin to compose music	1.3.4 Begin to respond to music
1.1.5 Begin to rehearse and share music making	1.2.5 Begin to record compositions	1.3.5 Begin to express views about music

Music – Learning Outcomes for Year 2

2.1 PERFORMING	2.2 COMPOSING	2.3 LISTENING AND APPRAISING
2.1.1 Develop growing confidence in singing nursery rhymes and unison songs	2.2.1 Develop growing confidence in exploring a range of resources for composing	2.3.1 Develop growing confidence in recognising different ways of changing sounds
2.1.2 Develop growing confidence in playing short musical phrases by ear and from symbols	2.2.2 Develop growing confidence in composing musical patterns	2.3.2 Develop growing confidence in recognising how the elements of music and sounds are used in music to create a mood or an effect
2.1.3 Develop growing confidence in playing simple pieces	2.2.3 Develop growing confidence in composing accompaniments to songs	2.3.3 Develop growing confidence in recognising music for different purposes
2.1.4 Develop growing confidence in playing accompaniments to songs	2.2.4 Develop growing confidence in composing music	2.3.4 Develop growing confidence in responding to music
2.1.5 Develop growing confidence in rehearsing and sharing music making	2.2.5 Develop growing confidence in recording compositions	2.3.5 Expressing views about music

Music – Learning Outcomes for Year 3

3.1 PERFORMING	3.2 COMPOSING	3.3 LISTENING AND APPRAISING
3.1.1 Develop ability to sing songs	3.2.1 Develop ability to explore a range of resources for composing	3.3.1 Develop ability to recognise different ways of combining sounds
3.1.2 Develop ability to play short musical phrases by ear and from symbols	3.2.2 Develop ability to improvise simple rhythmic and melodic patterns over a pulse	3.3.2 Develop ability to recognise how the elements of music and sounds are used in music to create a mood or an effect
3.1.3 Develop ability to play pieces in two parts	3.2.3 Develop ability to compose accompaniments to songs	3.3.3 Develop ability to recognise music for different purposes
3.1.4 Develop ability to play accompaniments to songs	3.2.4 Develop ability to compose using the pentatonic scale	3.3.4 Develop ability to respond to music
3.1.5 Develop ability to rehearse and share music making	3.2.5 Develop ability to compose music	3.3.5 Develop ability to give musical reasons for views about music using a musical vocabulary
	3.2.6 Develop ability to record compositions	

Music – Learning Outcomes for Year 4

4.1 PERFORMING	4.2 COMPOSING	4.3 LISTENING AND APPRAISING
4.1.1 Demonstrate ability to sing songs	4.2.1 Develop ability to explore more resources for composing	4.3.1 Develop ability to identify the sounds of orchestral instruments individually
4.1.2 Demonstrate ability to play musical phrases by ear and from notations	4.2.2 Demonstrate ability to answer rhythmic and melodic questions	4.3.2 Develop ability to listen to extracts of music demonstrating how composers use the elements of music and resources to communicate a mood or effect.
4.1.3 Develop ability to play pieces in several parts	4.2.3 Demonstrate ability to compose accompaniments to songs	4.3.3 Develop ability to recognize pointers that suggest time and place in which a piece of music was composed
4.1.4 Demonstrate ability to play accompaniments to songs	4.2.4 Develop ability to set words to music using the pentatonic scale	4.3.4 Demonstrate ability to respond to music
4.1.5 Develop ability to present performances	4.2.5 Demonstrate ability to compose music	4.3.5 Demonstrate ability to give musical reasons for views about music using a musical vocabulary
	4.2.6 Demonstrate ability to record compositions	

Music – Learning Outcomes for Year 5

5.1 PERFORMING	5.2 COMPOSING	5.3 LISTENING AND APPRAISING
5.1.1 Develop increasing ability to sing songs in unison and two parts	5.2.1 Develop increasing ability to explore a range of resources for composing	5.3.1 Develop increasing ability to identify the sounds of orchestral instruments individually and in combination
5.1.2 Develop ability to sing rounds in two parts	5.2.2 Develop ability to complete rhythmic and melodic openings	5.3.2 Develop increasing ability to listen to extracts of music demonstrating how composers use the elements of music and resources to communicate a mood or effect.
5.1.3 Develop increasing ability to play musical phrases by ear and from notations	5.2.3 Develop increasing ability to compose accompaniments to songs	5.3.3 Develop increasing ability to recognise pointers that suggest time and place in which a piece of music was composed
5.1.4 Develop increasing ability to play pieces in several parts	5.2.4 Develop increasing ability to compose music	5.3.4 Develop increasing ability to respond to music
5.1.5 Develop increasing ability to play accompaniments to songs	5.2.5 Develop increasing ability to record compositions	5.3.5 Develop increasing ability to give musical reasons for views about music using a musical vocabulary
5.1.6 Develop increasing ability to present performances		

Music – Learning Outcomes for Year 6

6.1 PERFORMING	6.2 COMPOSING	6.3 LISTENING AND APPRAISING
6.1.1 Develop competence in singing songs in unison and two parts	6.2.1 Develop competence in exploring a range of resources for composing	6.3.1 Develop competence in identifying different combinations of resources
6.1.2 Develop ability in rhythmic and melodic material for song arrangement	6.2.2 Develop ability to explore rhythmic and melodic rondos	6.3.2 Develop competence in listening to extracts of music demonstrating how composers use the elements of music and resources to communicate a mood or effect.
6.1.3 Develop competence in playing musical phrases by ear and from notations	6.2.3 Develop competence in composing accompaniments to songs	6.3.3 Develop competence in recognising pointers that suggest time and place in which a piece of music was composed
6.1.4 Develop competence in playing pieces in several parts	6.2.4 Develop competence in composing music	6.3.4 Develop competence in responding to music
6.1.5 Develop competence in playing accompaniments to songs	6.2.5 Develop competence in recording compositions	6.3.5 Develop competence in giving musical reasons for views about music using a musical vocabulary
6.1.6 Develop competence in presenting performances		

**LEARNING OUTCOMES
FOR
PERSONAL AND SOCIAL
DEVELOPMENT**

THE PERSONAL & SOCIAL DEVELOPMENT PROGRAMME

For Primary Schools

Mission Statement

“Personal and Social Development aims at empowering individuals to develop skills that enhance their well being, by identifying and developing their potential, thus enabling them to participate effectively in their social environment.”¹

Rationale

Together with promoting children’s spiritual, moral , social and cultural development, a school curriculum should prepare all children for all opportunities, responsibilities and experiences of life (Mason, H. 2001). PSD involves providing children with skills and processes involved in becoming happy and fulfilled individuals in a healthy and supportive environment.

Through their socialisation process, children should begin to take more responsibility for their behaviour. According to Kohlberg (1979), children younger than nine years of age are in the Pre-conventional level of moral reasoning. This stage describes children as wanting to abide with rules as a means of avoiding punishment. Thus they can begin to understand that there are consequences to behaviour (Clarke-Stewart, A. 1985). Therefore, for effective PSD methodology to take place, information and skills development pertaining to behaviour management should start at this stage. It is with this in mind that establishing Ground Rules is of the utmost importance when developing a PSD syllabus. This will also help to cater for the child’s need for stability (Erikson, 1963). Moreover, children at this stage should be made aware how to take responsibility for their own behaviour, their immediate environment and the needs of others.

Children in their early years at school, embark on a journey whereby they begin to learn about themselves as developing individuals. For this reason, the first part of this syllabus reflects this. Topics are centred around the self and the skills taught pertain to the necessary tools required for this developmental stage. These topics include amongst others – Being special, Self-esteem, and What makes Me Special. In this way children are acquainted with skills pertaining to the self.

At this stage, children should also be developing a feelings vocabulary. They can now be taught how to feel positive about themselves, learn to recognise what they have achieved and how to celebrate this achievement (Piaget, J., & Inhelder, B., 1969). This feeling of self-worth is crucial for the

¹ Abela, G., Azzopardi. A., Camilleri. K., Ciantar, M., Zammit Pulo, S., & Vancell, J. (2001). *Developmental Programme for P.S.D. Teachers*. Unpublished: Malta

development of a healthy life-style. Moreover, once this process has been started, they can be encouraged to identify other people's feelings and needs. They will also be able to respond to them accordingly.

Another basic milestone that children need to overcome is that of acquiring necessary skills to build healthy and satisfying relationships. At this stage, children's primary socialisation process moves to secondary socialisation through school and other extra-curricular activities engaged in by the child. Consequently, skills pertaining to forming relationships both with peers and adults need to be developed. Therefore, topics such as – Friends, The Family, Sharing, Trust – need to be covered. At this stage, it is important that children also develop the necessary skills to keep themselves safe and free from danger. It is for this reason that skills pertaining to forming relationships need to be followed by skills about safety issues. With this in mind topics such as Identifying Danger, Personal Details and Whom To Give Them To, and Safety at Leisure have been included.

Inter-linked with Safety is the idea of Healthy Living. At this stage children start to take up some responsibility for developing a healthy life-style. Furthermore, the cultural context is of the utmost importance in the planning and implementation of topics. Therefore culture must be given due consideration when preparing lessons.

Other social skills are imparted through the PSD methodology itself. Skills such as listening, turn-taking, responding, resolving simple moral dilemmas, and dealing with feelings of injustice, are developed. Primary PSD specialists should also be aware of Thinking Tools, being delivered by Thinking Skills teachers. As with all other primary subjects, the PSD specialist should apply and integrate Thinking Tools into the PSD methodology as a way of reinforcing the tools.

According to the social learning theory (Bandura, 1986), children mimic behaviour and thus form their own morality on the basis of their culture and society (Clarke-Stewart, 1985). Through modelling by the PSD Specialist, a number of skills are demonstrated. This puts into the limelight the role of the PSD specialist, who, through his/her behaviour introduces basic skills, especially those related to Listening, Turn-taking and Empathy.

Children should also try to understand basic political processes that shape their daily lives. The PSD Syllabus provides activities where children can learn skills about democratic decision making and deciding on how to support others.

As the children grow older, they embark on a new journey, whereby they are seeing themselves as changing and as growing individuals. They can begin to explore social and interpersonal issues such as independence, self-confidence and maturity. It is essential that at this stage children consolidate ideas and skills pertaining to relationships. The children's relationship building process is analogous to the concentric circles formed when a stone is thrown into a pond. At pre-school level, they only have the family as their sole point of reference. Through primary school, another circle is formed. The socialisation process then continues to grow so that during the late primary years, their circle of socialisation is expanding concentrically. Therefore, children need to be equipped with the right skills to anticipate possible needs. In PSD this will be done by assessing the future developmental needs of children and equipping them with the necessary skills.

It is essential that children during the late primary years begin to understand more about the effects of their own choices and behaviour on local, national and global issues. Therefore it is of utter importance that PSD specialists help students develop skills related to these themes.

During the late primary years, children are faced with major transitions in their lives, namely puberty and transition to secondary school. Children require skills that will help them navigate through these transitions, in a smooth way. Apart from information on how to deal with changes that occur during puberty and the transition to secondary school, children should be given skills on how to deal with transitions as a component of every day life. Linked specifically to this are basic skills on how to make decisions, which will influence the children's future.

Consolidation and reinforcement are important for an appropriate accumulation of knowledge, together with development of skills and abilities. This is why at the end of each year through closing sessions and throughout the whole syllabus, topics and objectives are reviewed from time to time. In this way children are given the possibility to acquire new skills and compare them to those already assimilated, thus building a strong foundation for new competencies.

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General Aims

Years 1 – 3

Group Building:

Children need to belong and feel accepted. Consequently at the beginning of each year a set of four lessons has been allotted to cater for this need. It is of the utmost importance, in PSD, more than in any other subject, for children to know themselves and those around them. Moreover this contributes to the development of a positive and healthy atmosphere in the group. Therefore, through these lessons, children are given the opportunity to get to know each other and get acquainted with their teacher, with the aim of also building a sense of safety, care and respect towards each other, their class and school.

Myself:

For children to grow into healthy individuals they need to develop a positive sense of self. At this early stage of development, through PSD lessons, this is achieved by emphasising the importance of knowing ‘Who I Am’ and appreciating special qualities and achievements. A particular focus is also placed on identifying feelings and to the how, when, who and what is related to them. Through this theme, children are given an opportunity to develop skills related to communication of self and communication when relating with others.

Relationships:

This theme focuses on empowering individuals to recognise and understand other people’s feelings and opinions. Throughout these lessons the child comes to terms with the concept of acceptance and recognising his/her impact on significant others. Special consideration is also given to the transmission of particular lifeskills, such as assertiveness and listening skills. These enable the child to build healthy relationships, essential for his/her development. Similarly the issues of responsibility in dealing with others is also a recurrent topic in this specific theme.

Health and Safety:

Instilling into individuals a sense of health and safety from a very young age is crucial. This is achieved through a special focus on children’s everyday life experiences and environment. Particular importance is given to issues related to safe people and safe places, together with the importance of personal hygiene and healthy eating. Moreover, a situation where safety is at times taken for granted, together with the possibility for personal harm, is also considered. Consequently significant emphasis is placed on considering safety at home, the street and play.

Closure:

The final four lessons of the year are dedicated to closure. The aim here is to reinforce those lifeskills children are exposed to during the year and allow them to reflect on their experiences and consider any changes they have gone through. Moreover, considering that self-reflection is recognised as one of the main components for PSD, particular attention should also be placed on feelings. Finally closure should also help to establish a healthy parting atmosphere for the group.

General Aims

Years 4 – 6

Group Building:

At the beginning of each year a set of four lessons are being allotted for children to get to know each other better, thus catering for their need to belong and feel accepted. From this year children will also start to feel the pressure associated with streaming and subsequently competition. Dealing effectively with these issues at the beginning of the year will contribute to the development of a positive and healthy atmosphere in the group. Therefore through these lessons children are given the opportunity to get to know each other and get acquainted with their teacher, with the aim of also building a sense of safety, care and respect towards each other, their class and school.

Citizenship:

The citizenship themes developed over the three years emphasise the children's developing sense of community. Key issues, which children are starting to notice about the world around them are discussed. Appreciating differences and what makes individuals unique are addressed. Through this awareness and recognition, the children can build on their common strengths so as to be able to co-operate productively in a team. Leadership within a group and the roles people in authority have are subsequently explored. A strong emphasis is placed on the children duties within society. Such duties are related to respecting rules, their voting rights and the environment.

Growing Up:

Children are now at an age of rapid physical development and a growing consciousness of the way they are changing. This theme aims at exploring the physical, emotional, and sexual changes that they are experiencing or will be experiencing shortly. Furthermore, children are becoming aware of the different ways in which society treats males and females and gender expectations placed on them. Therefore, discussing gender equality from the point of view of the children is crucial at this point. Moreover, by linking Love with Having Babies, issues of intimate relationships and pregnancy are tackled in a safe and healthy environment. In turn thus, allows a smooth link with Children's Rights and Personal Safety directly linked to abuse.

Practical Skills:

This theme addresses basic living skills which are essential to students' life. The starting point is problem solving where children have the opportunity of identifying various problems and the skills required for solving them. Decision Making tackles the choices that children make and how these effect them. This is followed by responsibility for their learning and how to take decisions related to their study environment and time management. The concept of transitions is subsequently explored before moving on to the final module dedicated to closure. Transitions and change are linked to positive and negative feelings, and their management.

Closure:

The final four lessons of the year are dedicated to closure. The aim here is to reinforce those lifeskills children were exposed to during the year and allow them to reflect on their experiences and consider any changes they have some through. Moreover, considering that self-reflection is recognised to be one of the main components of PSD, particular attention should also be placed on feelings. Finally closure should help to establish a healthy parting atmosphere for the group.

General Aims Year 7

Group Building:

Children need to belong and feel accepted. Consequently at the beginning of each year a set of four lessons has been allotted to cater for this need. It is of the utmost importance, in PSD, more than in any other subject, for children to know themselves and those around them. Moreover this contributes to the development of a positive and healthy atmosphere in the group. Therefore through these lessons children are given the opportunity to get to know each other and get acquainted with their teacher. Greater consideration will be given to this issue in those classes where children are not acquainted with each other. Furthermore, here children will be able to work on skills related to teamwork and co-operation.

Self:

For children to grow into healthy individuals they need to develop a positive sense of self. At this stage of development, through PSD lessons this is achieved by emphasising the importance of appreciating special qualities and abilities. A particular focus is also placed on expressing feelings and on the importance of being in touch with one self. Through this theme, children are given an opportunity to develop skills related to dealing with negative emotions and their feelings as year seven children. Special emphasis will be given to the issues of self-esteem and positive self-image. This is particularly important in light of the children's perception of being "failures."

Practical Skills:

This theme addresses basic living skills that are essential to children's life. Learning styles are the starting point, as these help children identify skills, which will prepare and assist them in their forthcoming exam period. These skills are further reinforced through the identification of various study methods, time management skills, and stress management techniques.

Relationships and Citizenship:

This theme focuses on empowering individuals to recognise and understand other people's feelings and opinions. Throughout these lessons the child comes to terms with the concept of acceptance and recognising his/her impact on significant others. Special consideration is also given to the transmission of particular lifeskills, such as assertiveness and conflict management skills. These enable the individual to build healthy relationships, essential for their development as an important member in the community within specific social groups. Similarly the issues of responsibility in dealing with others is also a recurrent topic in this specific theme.

Growing Up:

Related to growing up, the starting point of this theme is gender, that is exploring one's gender identity and what influences one's way of thinking. As children have now reached puberty, their feelings and mood changes are explored with ways being identified as to how to manage these feelings. The physical and sexual changes are tackled in the last lesson, with emphasis being placed on personal hygiene.

Safety:

As already stated, instilling into individuals a sense of health and safety is crucial. This is achieved through a special focus on children's everyday life experiences and environment. Once again particular importance is given to issues related to safe people and safe places together with identifying ways of how to take care of themselves. Moreover, a situation where safety is at times taken for granted, together with the possibility for personal harm, is also considered. Consequently, significant emphasis is placed on increasing awareness of the consequences related to dangerous play and ways of reducing these dangers.

Closure:

The final two lessons of the year are dedicated to closure. The aim here is to reinforce those lifeskills students were exposed to during the year and allow them to reflect on their experiences and consider any changes they went through. Moreover, considering that self-reflection is recognised as one of the main components for PSD, particular attention should also be placed on feelings. Finally closure should also help to establish a healthy parting atmosphere for the group.

Personal and Social Development – Learning Outcomes for Year 1

1.1 GROUP BUILDING	1.2 MYSELF	1.3 RELATIONSHIPS	1.4 HEALTH AND SAFETY	1.5 CLOSURE
1.1.1 Getting To Know Each Other	1.2.1 This Is Me	1.3.1 Getting Along With People Around Me	1.4.1 Safe People, Safe Places	1.5.1 This Year
1.1.2 Taking Care Of The School Environment	1.2.2 How I Feel!	1.3.2 Friends	1.4.2 My Body	1.5.2 Evaluation
1.1.3 Taking Care Of Each Other	1.2.3 It's Good To Be Me	1.3.3 Trust	1.4.3 Keeping Myself Safe At Home	1.5.3 Looking Forward
1.1.4 Ground Rules. Who Is In Charge?	1.2.4 Communication	1.3.4 Sharing And Ownership	1.4.4 Keeping Myself Safe Outside	1.5.4 Goodbye
		1.3.5 Bullying		
		1.3.6 My Special People		
		1.3.7 People Who Take Care Of Me		
		1.3.8 People Who Help Me		

Personal and Social Development – Learning Outcomes for Year 2

2.1 GROUP BUILDING	2.2 MYSELF	2.3 RELATIONSHIPS	2.4 HEALTH AND SAFETY	2.5 CLOSURE
2.1.1 Getting To Know Each Other	2.2.1 This Is Me	2.3.1 Getting Along With People Around Me	2.4.1 Safe People, Safe Places	2.5.1 This Year
2.1.2 Taking Care Of The School Environment	2.2.2 How I Feel!	2.3.2 Friends	2.4.2 My Body	2.5.2 Evaluation
2.1.3 Taking Care Of Each Other	2.2.3 It's Good To Be Me	2.3.3 Trust	2.4.3 Keeping Myself Safe At Home	2.5.3 Looking Forward
2.1.4 Ground Rules. Who Is In Charge?	2.2.4 Communication	2.3.4 Sharing And Ownership	2.4.4 Keeping Myself Safe Outside	2.5.4 Goodbye
		2.3.5 Bullying		
		2.3.6 My Special People		
		2.3.7 People Who Take Care Of Me		
		2.3.8 People Who Help Me		

Personal and Social Development – Learning Outcomes for Year 3

3.1 GROUP BUILDING	3.2 MYSELF	3.3 RELATIONSHIPS	3.4 HEALTH AND SAFETY	3.5 CLOSURE
3.1.1 Getting To Know Each Other	3.2.1 This Is Me	3.3.1 Getting Along With People Around Me	3.4.1 Safe People, Safe Places	3.5.1 This Year
3.1.2 Taking Care Of The School Environment	3.2.2 How I Feel!	3.3.2 Friends	3.4.2 My Body	3.5.2 Evaluation
3.1.3 Taking Care Of Each Other	3.2.3 It's Good To Be Me	3.3.3 Trust	3.4.3 Keeping Myself Safe At Home	3.5.3 Looking Forward
3.1.4 Ground Rules. Who Is In Charge?	3.2.4 Communication	3.3.4 Sharing And Ownership	3.4.4 Keeping Myself Safe Outside	3.5.4 Goodbye
		3.3.5 Bullying		
		3.3.6 My Special People		
		3.3.7 People Who Take Care Of Me		
		3.3.8 People Who Help Me		

Personal and Social Development – Learning Outcomes for Year 4

4.1 GROUP BUILDING	4.2 MYSELF	4.3 RELATIONSHIPS	4.4 HEALTH AND SAFETY	4.5 CLOSURE
4.1.1 Getting To Know Each Other	4.2.1 Being Different	4.3.1 Getting Older	4.4.1 Problem Solving	4.5.1 This Year
4.1.2 Being Responsible For The School Environment	4.2.2 Teamwork And Leadership	4.3.2 Emotional Changes	4.4.2 Decision Making	4.5.2 Evaluation
4.1.3 Taking Care Of Each Other	4.2.3 People In Charge	4.3.3 Physical Changes	4.4.3 Responsibility For Learning	4.5.3 Looking Forward
4.1.4 Ground Rules	4.2.4 Environment	4.3.4 Sexual Changes	4.4.4 Transitions	4.5.4 Goodbye
		4.3.5 Gender		
		4.3.6 Love		
		4.3.7 Having Babies		
		4.3.8 Personal Safety		

Personal and Social Development – Learning Outcomes for Year 5

5.1 GROUP BUILDING	5.2 MYSELF	5.3 RELATIONSHIPS	5.4 HEALTH AND SAFETY	5.5 CLOSURE
5.1.1 Getting To Know Each Other	5.2.1 Being Different	5.3.1 Getting Older	5.4.1 Problem Solving	5.5.1 This Year
5.1.2 Being Responsible For The School Environment	5.2.2 Teamwork And Leadership	5.3.2 Emotional Changes	5.4.2 Decision Making	5.5.2 Evaluation
5.1.3 Taking Care Of Each Other	5.2.3 People In Charge	5.3.3 Physical Changes	5.4.3 Responsibility For Learning	5.5.3 Looking Forward
5.1.4 Ground Rules	5.2.4 Environment	5.3.4 Sexual Changes	5.4.4 Transitions	5.5.4 Goodbye
		5.3.5 Gender		
		5.3.6 Love		
		5.3.7 Having Babies		
		5.3.8 Personal Safety		

Personal and Social Development – Learning Outcomes for Year 6

6.1 GROUP BUILDING	6.2 MYSELF	6.3 RELATIONSHIPS	6.4 HEALTH AND SAFETY	6.5 CLOSURE
6.1.1 Getting To Know Each Other	6.2.1 Being Different	6.3.1 Getting Older	6.4.1 Problem Solving	6.5.1 This Year
6.1.2 Being Responsible For The School Environment	6.2.2 Teamwork And Leadership	6.3.2 Emotional Changes	6.4.2 Decision Making	6.5.2 Evaluation
6.1.3 Taking Care Of Each Other	6.2.3 People In Charge	6.3.3 Physical Changes	6.4.3 Responsibility For Learning	6.5.3 Looking Forward
6.1.4 Ground Rules	6.2.4 Environment	6.3.4 Sexual Changes	6.4.4 Transitions	6.5.4 Goodbye
		6.3.5 Gender		
		6.3.6 Love		
		6.3.7 Having Babies		
		6.3.8 Personal Safety		

Personal and Social Development – Learning Outcomes for Year 7

7.1 GROUP BUILDING	7.2 SELF	7.3 PRACTICAL SKILLS	7.4 RELATIONSHIPS AND CITIZENSHIP
7.1.1 Getting To Know Each Other	7.2.1 Feelings	7.3.1 Learning Styles	7.4.1 Relationships With Caregivers
7.1.2 Ground Rules	7.2.2 Dealing With Negative Emotions	7.3.2 Study Skills	7.4.2 Friendship
7.1.3 Teamwork	7.2.3 Trying Again	7.3.3 Time Management	7.4.3 Assertiveness
7.1.4 Cooperation	7.2.4 Self Esteem	7.3.4 Stress Management	7.4.4 Conflict

7.5 GROWING UP	7.6 SAFETY	7.7 CLOSURE
7.5.1 Gender	7.6.1 With Others	7.7.1 Looking Forward
7.5.2 Feeling Different	7.6.2 At Leisure	7.7.2 Goodbye
7.5.3 Mood Changes		
7.5.4 Puberty		

LEARNING OUTCOMES FOR PHYSICAL EDUCATION

THE PHYSICAL EDUCATION PROGRAMME

For Primary Schools

Rationale

All children, whatever their abilities, should be able to participate in and enjoy Physical Education (PE) and Sport. Physical Education is a fundamental contributor towards the holistic development of the child. Such education is to be carried out through the psychomotor, cognitive, social, and affective domains, related to the relevant developmental stages of the child. Through the active participation of every child in motor skills and sport-related activities, effective and efficient competencies in Physical Education will also contribute to the confidence and self-esteem of the child. At the Primary level, physical and health-related activities will also provide co-operative and competitive experiences, individually and in groups. A sound Physical Education programme will encourage lifelong participation in sport and leisure activities, providing opportunities for enjoyment, recreation and the pursuit of a healthy life-style.

The Physical Education Syllabus – Primary Schools (Pilot Programme) is divided on five specific areas:

- 1. Health-Related Fitness (HRF)**
- 2. Movement and Gymnastics (MG)**
- 3. Swimming (S)**
- 4. Athletics (A)**
- 5. Games (G)**

Each area is defined according to the following components: Body Awareness, Space/Time Awareness, Skills and Competences, Relationships.

The following programme is further divided according to year groups. It is very important to follow the programme progressively from Year 1 to Year 6.

Physical Education – Learning Outcomes for Year 1

HEALTH RELATED FITNESS	MOVEMENT AND GYMNASTICS	SWIMMING	ATHLETICS	GAMES
<p>1.1.1 MUSCULAR STRENGTH & ENDURANCE</p> <ol style="list-style-type: none"> 1. Identify that the body has many muscles. 2. Perform activities to achieve strong muscles. 	<p>1.2.1 TRAVELLING Make good use of personal and general space Vary speed (fast/slow)</p> <p>1.2.2. ROLLING Practise various basic rolling and finishing positions</p>	<p>1.3.1 Safety and discipline in water Practise safety and Discipline in Water</p>	<p>1.4.1 Walking/Running Practise correct posture as the basis of walking technique.</p>	<p>1.5.1 Racket Games Tapping the ball with the hand</p>
<p>1.1.2. CARDIO RESPIRATORY ENDURANCE</p> <ol style="list-style-type: none"> 1. Create awareness of location of the Heart 2. Practise correct breathing 3. Perform activities that help acquire a healthy heart. 4. Perform continuous exercises for a pre-determined time-span. 	<p>1.2.3 BALANCING on large and small body parts</p> <p>1.2.4 TAKING WEIGHT ON HANDS</p>	<p>1.3.2 Water Entry and Exit Learn how to enter and exit water.</p>	<p>1.4.2 Sprinting Practise correct posture as the basis of running technique.</p>	<p>1.5.2 Implement Games Stick handling, forehand dribble</p>
<p>1.1.3 HEALTHY HABITS</p> <ol style="list-style-type: none"> 1. Promote healthy eating habits. 2. Check posture 3. Maintain proper P.E. kit. 4. Create awareness that smoking kills. 	<p>1.2.5 JUMPING Practise fundamental jumping techniques</p>	<p>1.3.3 Water Confidence Skill Encourage water confidence skills.</p>	<p>1.4.3 Hurdling Walk/run over sticks</p>	<p>1.5.3 Team Games Dribbling, Changing directions & stopping</p>

<p>1.1.4. FLEXIBILITY</p> <ol style="list-style-type: none"> 1. Create awareness of the meaning of warming-up 2. Create awareness of the purpose of warming-up. (to prepare the body for exercise) 3. Perform simple stretching. 	<p>1.2.6. PARTNER WORK</p> <p>Follow a partner</p>	<p>1.3.4</p> <p>Moving in Water using Swimming Aids</p>	<p>1.4.4</p> <p>Jumping Jump 1foot-1foot. Jump 2feet-2feet.</p> <p>1.4.5</p> <p>Throw</p>	
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Physical Education – Learning Outcomes for Year 2

HEALTH RELATED FITNESS	MOVEMENT & GYMNASTICS	SWIMMING	ATHLETICS	GAMES
<p>2.1.1. Muscular strength and Endurance</p> <ol style="list-style-type: none"> Identify that the body has many muscles. Identify the purpose of muscles. Perform activities to achieve strong muscles. <ul style="list-style-type: none"> - using own body weight as resistance - focusing on lower body and trunk Same as Year 1 + sit ups, abdominal curls. Identify correct procedure for lifting objects 	<p>2.2.1. TRAVELLING <i>Run sideways and backwards</i></p> <p>2.2.2. ROLLING <i>Practise forward roll with various finishing positions</i></p>	<p>2.3.1. Body Alignment (Floating) Supine and Pronated</p>	<p>2.4.1. Walking/Running Learn to distinguish clearly between walk or run at various speeds Learn to change lane so as to use the shortest distance.</p>	<p>2.5.1. Racket Games Learn to strike stationary ball</p>
<p>2.1.2. Cardio Respiratory Endurance</p> <ol style="list-style-type: none"> Identify parts of the Circulatory and Respiratory Systems. Heart-Pump, Lungs-Oxygen, Nose and Mouth. Practise correct Breathing (In from the nose and out from the mouth) Identify & perform activities that are fun and promote body fitness. Perform continuous exercise for a pre-determined time-span. 	<p>2.2.3. BALANCING <i>Balance, move and return to starting balance, body shapes, base of support</i></p> <p>2.2.4. TAKING WEIGHT ON HANDS</p>	<p>2.3.2. Kicking (Introduction)</p>	<p>2.4.2. Sprinting Stand start and starting calls: “On your marks; set; clapper”. Run in a straight line. 10m Sprint Test Relay. Hurdling: Standing start and starting calls: “On your marks; set; clapper”. Hurdling in a straight line.</p>	<p>2.5.2. Implement Games Learn to pass and trap. Introduce the push-pass</p>

			Demonstrate ability to participate in intra-school Fun Athletics (IFTA). **	
<p>2.1.3. Healthy Habits Start to develop awareness of healthy food. Check posture .(While running and jogging) Learn proper washing techniques</p> <p>2.1.4. Flexibility Introduce the term Stretching The purpose of stretching Perform simple stretches. Learn washing techniques</p>	<p>2.2.5. JUMPING <i>Jump whilst running for distance and for height</i></p> <p>2.2.6. PARTNER WORK <i>shadowing</i></p>	<p>2.3.3 Moving in Water Practise moving in water unaided</p>	<p>2.4.3 Jumping The basic jumps R-L/L-R; 2-1; 1-2. Jump for distance. Standing</p> <p>2.4.4 Throwing: Practise underhand throw. Target Throw Test ** Demonstrate ability to participate in intra-school Fun Athletics (IFTA). **Long Jump Test **</p>	<p>2.5.3 Games Practise dribbling with either hand</p> <ul style="list-style-type: none"> • acceleration and deceleration when dribbling the ball • directions: dribble a ball backward, forward and sideways. • dribble the ball with either hand changing direction. • push the ball farther ahead to go further • Dodge and change of direction • Tag

Physical Education – Learning Outcomes for Year 3

HEALTH RELATED FITNESS	MOVEMENT & GYMNASTICS	SWIMMING	ATHLETICS	GAMES
<p>3.1.1. Muscular Strength and Endurance</p> <ol style="list-style-type: none"> 1. Identify that the body has many muscles. 2. Identify the purpose of muscles. 3. Perform activities to achieve strong muscles. <ul style="list-style-type: none"> - using own body weight as resistance - focusing on upper body 4. Revise correct procedure for lifting objects 	<p>3.2.1. TRAVELLING Run and change direction, Use various body parts to move from one place to another</p> <p>3.2.2. ROLLING Practise rolling backwards and sideways</p>	<p>3.3.1. Kicking using Practise using 4 Strokes (Use of Aids)</p>	<p>3.4.1. Walking/ Running Develop the concept of importance of speed in endurance events.</p> <p>3.4.2. Sprinting Perform 30m-60m Dash with a dip at the finish.</p>	<p>3.5.1. Racket Games Practise striking a bouncing ball with an implement or hand</p>
<p>3.1.2. Cardio Respiratory Endurance</p> <p>Identify function of the Blood. Recovery Breathing. (Walking and Breathing)</p> <p>Realize that the term Being Active means to move the body in a variety of activities using energy. Perform activities of warming up and cooling down.</p>	<p>3.2.3. BALANCING link various balances, develop inverted balances</p> <p>3.2.4. TAKING WEIGHT ON HANDS Practise handstand (with support)</p>	<p>3.3.2. Floating Practise moving in Water unaided</p>	<p>3.4.3. Hurdling Use a dip over the finish line</p>	<p>3.5.2. Implement Games Refine open stick passing and trapping. Perform slap-shot</p>

HEALTH RELATED FITNESS	MOVEMENT & GYMNASTICS	SWIMMING	ATHLETICS	GAMES
<p>3.1.1. Muscular Strength and Endurance</p> <ol style="list-style-type: none"> 1. Identify that the body has many muscles. 2. Identify the purpose of muscles. 3. Perform activities to achieve strong muscles. <ul style="list-style-type: none"> - using own body weight as resistance - focusing on upper body 4. Revise correct procedure for lifting objects 	<p>3.2.1. TRAVELLING Run and change direction, Use various body parts to move from one place to another</p> <p>3.2.2. ROLLING Practise rolling backwards and sideways</p>	<p>3.3.1. Kicking using Practise using 4 Strokes (Use of Aids)</p>	<p>3.4.1. Walking/ Running Develop the concept of importance of speed in endurance events.</p> <p>3.4.2. Sprinting Perform 30m-60m Dash with a dip at the finish.</p>	<p>3.5.1. Racket Games Practise striking a bouncing ball with an implement or hand</p>
<p>3.1.2. Cardio Respiratory Endurance Identify function of the Blood. Recovery Breathing. (Walking and Breathing) Realize that the term Being Active means to move the body in a variety of activities using energy. Perform activities of warming up and cooling down.</p>	<p>3.2.3. BALANCING link various balances, develop inverted balances</p> <p>3.2.4. TAKING WEIGHT ON HANDS Practise handstand (with support)</p>	<p>3.3.2. Floating Practise moving in Water unaided</p>	<p>3.4.3. Hurdling Use a dip over the finish line</p>	<p>3.5.2. Implement Games Refine open stick passing and trapping. Perform slap-shot</p>

Physical Education – Learning Outcomes for Year 4

HEALTH RELATED FITNESS	MOVEMENT & GYMNASTICS	SWIMMING	ATHLETICS	GAMES
<p>4.1.1. Muscular Strength and Endurance</p> <ul style="list-style-type: none"> Identify that the body has many muscles. Introduce major muscle groups names ex. Pectorals. Identify the purpose of muscles. Perform activities to achieve strong muscles. 	<p>4.2.2 TRAVELLING Plan, design, perform and evaluate a combination of rolling and travelling actions</p> <p>4.2.3 ROLLING Roll and finish in a standing position, roll into various (contrasting) body positions</p>	<p>4.3.1. Arm-work (4 strokes)</p>	<p>4.4.1. Walking/ Endurance Running Introduce the concept of importance of speed in endurance events.</p> <p>4.4.2. Sprinting Perform 30m-60m Dash with a dip at the finish.</p>	<p>4.5.1 Racket Games Develop a forehand strike with an implement, emphasizing and selecting a proper force and controlling the height of the ball.</p>
<p>4.1.2. Cardio Respiratory Endurance</p> <ul style="list-style-type: none"> Identify where to find heartbeat. (Wrist and neck) Practise inhaling and exhaling correctly. Perform activities of warming up and cooling down. 	<p>4.2.4 BALANCING Travel into and out of a balance using jumping</p> <p>4.2.5 TAKING WEIGHT ON HANDS Develop handstand, relying less on support</p>	<p>4.3.2. Backstroke</p>	<p>4.4.3. Hurdling Practise using a dip over the finish line</p>	<p>4.5.2. Implement Games Introduce Indian Dribble. Practise shooting at target using push-pass and slap-shot</p>
<p>4.1.3. Healthy Habits</p> <ul style="list-style-type: none"> Develop self-management strategies of what to eat. Check posture. (While jumping horizontally) Identify of bad habits. <p>4.1.4. Flexibility</p> <ul style="list-style-type: none"> Introduce the meaning of 	<p>4.2.6 JUMPING Perform jump and turn whilst in flight</p> <p>4.2.7 PARTNER WORK Practise shadowing</p>	<p>4.3.3. Front crawl</p>	<p>4.4.4. Jumping Jump for height</p> <p>4.4.5. Throwing Practise body-weight exercises.</p>	<p>4.5.3 Team Games</p> <ul style="list-style-type: none"> Throw and catch fly balls and grounders and return the ball quickly and with accuracy Develop awareness that to throw the ball

<p>Flexibility (the range of motion in a joint and its surrounding muscles)</p>				<p>high, the hands need to be travelling upwards and to throw grounders hands must points downwards.</p> <ul style="list-style-type: none"> • Develop correct use of hands while shooting the ball. • Develop correct positioning of feet when shooting the ball • Develop awareness of the pivot and the word travelling, use of pivot foot • Perform swinging pass
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Physical Education – Learning Outcomes for Year 5

HEALTH RELATED FITNESS	MOVEMENT AND GYMNASTICS	SWIMMING	ATHLETICS	GAMES
<p>5.1.1 Muscular Strength and Endurance</p> <ul style="list-style-type: none"> Identify that the body has many muscles. Introduce more specific muscle groups ex. Biceps. Identify the purpose of muscles. (In relation with the above mentioned muscle group ex. To bring wrist towards shoulder) Perform activities to achieve strong muscles. <ul style="list-style-type: none"> using own body weight as resistance (introduce also free weights ex. Bottles with water) focusing on above mentioned muscle groups 	<p>5.2.1 TRAVELLING</p> <ul style="list-style-type: none"> Travelling using a combination of body parts and actions <p>5.2.2 ROLLING</p> <ul style="list-style-type: none"> Roll and finish in a standing position Roll into various (contrasting) body positions <p>5.2.3 BALANCING</p> <ul style="list-style-type: none"> Practise balancing with partner and group 	<p>5.3.1 Practise Breaststroke</p>	<p>5.4.1 Walking/ Endurance Running Perform obstacle race.</p> <p>5.4.2 Sprinting Perform change over zones. Baton change in 4X100m** and in 4X400m</p>	<p>5.5.1. Racket Games Practise underhand serve</p>
<p>5.1.2 Cardio Respiratory Endurance</p> <ul style="list-style-type: none"> Understand effects of exercise on the heart and the respiratory system. Understand meaning of Endurance and Endurance exercise. 	<p>5.2.4 TAKING WEIGHT ON HANDS</p> <ul style="list-style-type: none"> Combine travelling and balancing Perform the cartwheel 	<p>5.3.2 Practise Butterfly</p>	<p>5.4.3 Hurdling Perform “Outdoor” Race: 50m of 6x50cm Hurdles at 6m spacing.</p>	<p>5.5.2 Implement Games Develop reverse-stick trap and tackling</p>

<p>5.1.3 Healthy Habits</p> <ul style="list-style-type: none"> • Develop awareness of body composition. • Develop awareness of how to lose, maintain and gain weight. • Develop awareness that sport as a substitute of bad habits. • Develop awareness of importance of rest before, during and after exercise 	<p>5.2.5 JUMPING</p> <ul style="list-style-type: none"> • Jump and make a shape whilst in flight <p>5.2.6 PARTNER WORK</p> <ul style="list-style-type: none"> • Practise with partner as obstacle 		<p>5.4.4 Jumping Combine jumping for height and side-ways.</p> <p>5.4.5 Throwing Practise throwing using fingers</p>	<p>5.5.3 Team Games</p> <ul style="list-style-type: none"> • Pass the ball quickly to make it difficult for defense settle • Position always between opponent and basket • Understand that basketball type games require constant physical and mental alertness • Share the ball and game responsibilities with team mates • Practise swinging pass
<p>5.1.4 Flexibility</p> <ul style="list-style-type: none"> • Develop awareness of the importance of Flexibility and Stretching • Develop awareness of the importance of daily stretching activities to maintain and improve flexibility 				

Physical Education – Learning Outcomes for Year 6

HEALTH RELATED FITNESS	MOVEMENT AND GYMNASTICS	SWIMMING	ATHLETICS	GAMES
<p>6.1.1 Muscular Strength & Endurance</p> <ul style="list-style-type: none"> Identify that the body has many muscles. Introduce more specific muscle groups ex. Triceps. Identify the purpose of muscles. <p>(In relation with the above mentioned muscle group ex. to open up one's arm)</p> <ul style="list-style-type: none"> Perform activities to achieve strong muscles. (using own body weight as resistance; introduce also free weights ex. Bottles with water) focus on above mentioned muscle groups ex. triceps extensions. Revise correct procedure for lifting objects i.e. squatting down and keeping back straight. 	<p>6.2.1 TRAVELLING <i>combination of running and jumping</i></p> <p>6.2.2 ROLLING <i>including a roll whilst traveling</i></p> <p>6.2.3 BALANCING <i>link balances with traveling actions</i></p>	<p>6.3.1. Dive entry</p>	<p>6.4.1. Walking/Endurance Running Cross-country running on a soft bouncy surface. Proper planning of distribution of energy reserves.</p> <p>6.4.2. Sprinting Aim at improving the personal best performance of every child following the lessons learnt from previous years.</p>	<p>6.5.1. Racket Games game situation</p>

<p>6.1.2 Cardio Respiratory Endurance Practice measuring heartbeat. (At rest, during and after exercise.) Arteries and Veins. Identify activities that are considered as aerobic exercise (Using Oxygen) Develop ability to understand and perform pacing and distance runs.</p>	<p>6.2.4 TAKING WEIGHT ON HANDS <i>refining the cartwheel technique</i></p>	<p>6.3.2. Fun games in 4 strokes</p>	<p>6.4.3. Hurdling Aim at improving the personal best performance of every child following the lessons learnt from previous years</p>	<p>6.5.2. Implement Games Setting up of offensive strategies and game situations</p>
<p>6.1.3. Healthy Habits Develop knowledge of Carbohydrates, Protein, Fats and their function. Develop awareness of the damage done to the body by the use of drugs, alcohol and cigarettes. Develop awareness of importance of adequate rest even for other activities.</p>	<p>6.2.5. JUMPING <i>Practise jumping including jumps in a sequence</i></p>	<p>6.3.3. Swimming Practise swimming against personal time</p>	<p>6.4.4. Jumping Sequence jumping: Triple Jump= hop, skip, jump Master the co-ordination and sudden change of base support during the sequence.</p>	<p>6.5.3. Team Games Offensive and Defensive Strategies; Game Situation</p>
<p>6.1.4. Flexibility Develop ability to hold a stretch position for 25-30 seconds</p>	<p>6.2.6. PARTNER WORK <i>Practise shadowing</i></p>		<p>6.4.5. Throwing Aim at improving the personal best performance of every child following the lessons learnt from previous years</p>	

LEARNING OUTCOMES FOR PRIMARY SCIENCE

THE PRIMARY SCIENCE SYLLABUS PROGRAMME

For Primary Schools

Rationale

Science is a means of discovering and understanding the world around us. It consists of a body of knowledge which attempts to explain phenomena and experiences. It also involves a number of skills and processes by which this knowledge is achieved and applied. Science is also concerned with the development of attitudes concerning scientific activity.

Science forms an integral part of our everyday life. It is therefore important for all citizens to be scientifically literate.

General Aims

This Primary Science Framework is designed to implement the objectives as stated in the National Minimum Curriculum. Objective 12 of the National Minimum Curriculum focuses on the need for students to have a '*greater awareness of the role of Science and Technology in Everyday life*'.

The Primary Science Framework therefore aims to support schools meet this requirement. It aims to lay the foundation of knowledge and understanding, and to develop the skills and attitudes related to science through first hand experience. This foundation is intended to lead to a deeper progressive understanding of scientific activity, forming a basis for further study in science at secondary level.

What is Science?

As already referred to above and as clearly stated in the National Minimum Curriculum, science has three main aspects: knowledge, skills and attitudes. Knowledge refers to the theories and concepts making up science. Skills refer to the method of posing questions and carrying out investigations in science. Although there is no fixed way in which scientists work, all investigations tend to have aspects of common processes such as observation, classification, hypothesising, data collection, interpretation of data and evaluation. Attitudes are concerned with the way which scientific knowledge and its application is evaluated and appreciated together with an understanding of its limitations.

The National Minimum Curriculum

The National Minimum Curriculum elaborates on the aspects of knowledge, skills and attitudes in science. These can be summarised to include:

Knowledge

- based on children's existing concepts in science;
- arousing curiosity about natural phenomena and stimulate the posing of questions about them;
- as a systematic means of asking and attempting to answer questions arising from observations;
- providing models of scientists who have contributed to the field of science;
- exposing students to the various strands of specialisation but which are still related;
- recognising that different students experience science differently;
- in which information technology plays a key role.

Skills

- the ability to develop cognitive skills related to science such as acquiring scientific language, making observations, taking measurements, gathering, analysing and interpreting data, making generalisations, creating models, communicating and carrying out investigations;
- the ability to apply scientific knowledge in their everyday life;
- the ability to make effective use of scientific and technological apparatus;
- the ability to avail themselves of information technology to acquire, analyse, classify and communicate information and data;
- safeguarding the natural environment in a sensitive manner.

Attitudes

- changing the perception that science can provide absolute truth and provide a solution to all problems;
- readiness to appreciate the scientific process as one way of appreciating life;
- appreciating the importance of science in everyday life;
- appreciate the influence of science on society;
- develop a positive critical attitude towards scientific developments;
- recognising the limitations of science;
- be ready to engage in science and scientific methodology;
- be ready to work to ensure that everyone benefits from the positive results of science.

How do Children Learn Science

This framework was developed within the '*constructivist approach*' which specifies the way children learn science. The constructivist approach considers the learning process to involve the construction of meanings by learners. Put in simple words, it emphasises the need for children to think about the scientific activity in order to be able to make sense of and understand the scientific concepts being introduced.

The construction of meaning can take place both on an individual level when a child tries to make sense of the phenomena under study, or else within a social context where a scientific concept is being discussed within a group.

The implications of constructivist learning are considered to include the following:

- learning depends on both the learning environment and the learner's prior knowledge;
- learning involves the construction of meaning;
- learning is a continuous process;
- meanings, once constructed can be evaluated, accepted or rejected;
- children tend to share meanings due to shared experiences and use of language.

It is therefore essential to keep in mind the need to make children think about the investigations, discussions etc. which are being organised in science when delivering the science curriculum.

Teaching Primary Science

The National Minimum Curriculum distinguishes Science from other subjects. However it also realizes the fact that all subjects should be integrated together. Yet it is essential for the teacher to be clear of the aims of primary science.

The teaching of Primary Science should aim to:

- develop an interest in science as a body of knowledge and a method of thinking, inquiring and working.
- develop a concern for the world around us.
- make the children aware of themselves within the world we live and the importance of science in relation to this.
- help children realize the importance of technology for society and the need of scientific knowledge in understanding our present technological age.

To develop positive attitudes, practical skills and basic scientific concepts.

The Structure of the Primary Science Framework

Whilst attitudes should be constantly kept in mind when organizing scientific activities, strands termed *Acquiring Scientific Knowledge (Strand 1)* and *Acquiring Scientific Knowledge (Strand 2)* are structured in levels to be achieved at different years.

Acquiring Scientific Knowledge (Strand 1)

Working scientifically is an area of study which offers primary school children opportunities to learn about ways of thinking and of finding out about, and communicating ideas as well exploring values and attitudes through science.

Acquiring Scientific Knowledge (Strand 2)

Understanding concepts is an area of study which offers primary school children opportunities to widen the knowledge and understanding of important scientific ideas and to relate them to everyday experiences.

Attitudes

Attitudes that children should be encouraged to develop should include:

co-operation, self discipline, open mindedness, responsibility, perseverance, self discipline, curiosity and creativity.

Acquiring Scientific Knowledge

By the end of the primary years children should develop a number of thinking and practical skills that would enable them to work in a scientific manner. Thus activities should be designed which help children acquire and refine these skills so that children would have the tools necessary to deepen their understanding of science and of the procedures of scientific investigations. Therefore:

In Early Primary Years (1-3) children should be able to:

- Use their senses to observe and group objects and events in their immediate environment and identify possible situations for scientific investigation.
- Use these observations to make predictions or suggest possible solutions.
- Suggest simple investigations and make simple non standard and standard measurements in an effective manner.
- Carry out investigations in a group with responsibility.
- Carry out investigations in a group with responsibility.
- Make a simple evaluation by describing whether what happened was expected and share what they did and what they found out with the whole class.

In Later Primary Years (4-6) children should be able to:

- Compare and classify objects and events in their immediate environment and ask suitable questions for scientific investigation.
- Use these ideas to make testable predictions and find out ways to carry out fair tests.
- Select appropriate resources and instruments and use standard measurements with appropriate precision.
- Organise themselves within a group with members having different responsibilities whilst working as a team.
- Record data and analyse it using graphs and information processing technologies to find patterns.
- Draw conclusions which reflect the information collected.
- Evaluate the process and generate ideas while presenting well reasoned complete reports to the whole class.

Developing Scientific Understanding

Understanding concepts is divided into three concept areas:

Sharing our World
Energy
Materials around Us

Children learn effectively, and see relevance in learning science, when they have opportunities to develop and use their scientific ideas and skills, first in a variety of familiar contexts and later in other challenging situations. All these areas interrelate and inevitably there will be some overlap.

The strand **Sharing our World** allows children to understand their own biology and that of other living things; recognize the interdependence of life and how the physical environment impact on the way we live.

The strand **Energy** allows children to understand the basic characteristics of light, sound, electricity, magnetism and forces which may enable them to answer questions they ask regarding technological happenings.

The strand **Materials around Us** allows children to understand the biggest of all units of structures – the universe – and the structure of everyday materials and their properties.

Units of Work

Each strand is subdivided in units of work as follows:

Sharing our World

1. Other Animals and Us
2. Plant Life
3. Habitats
4. Weather Watch

Energy

5. Electricity
6. Forces
7. Light
8. Sound

Materials around Us

9. Change
10. Uses and Properties of Materials
11. Our Planet and its Neighbours

Each unit of work is divided into levels which describe the progression of the science curriculum from Year 1 to Year 6. Student learning outcomes are stated in each strand and at each level. A range of sample learning contexts is suggested for each level. This allows the outcomes to be attained. The suggested contexts listed at each level are not intended to be exhaustive. It is expected that teachers will not only select from the sample learning contexts but also identify others which are appropriate to their students.

LEVEL DESCRIPTORS

Level Descriptors

The attainment of each of the following Level Descriptors does not depend on the study of any one particular Unit of Work, but rather on how learners are encouraged to think about and act upon the acquired scientific knowledge (Strand 1) to develop their scientific way of thinking (Strand 2).

Level 1

Learners are able to describe objects and events according to observable features – eg. ‘*The green and the blue balls are bigger than the yellow ball*’. They are able to use their senses to describe objects and events during a teacher-led science investigation – eg. ‘*The green ball bounces highest of the three balls*’. Learners are able to make use of non standard measurements as part of a science investigation – eg. *Use of string ...to measure how high balls bounce*, and, are able to record information using pictures, drawings and charts...

Level 2

Learners are able to carry out an investigation and make observations on what happens –eg. ‘*From our investigation we conclude that the green ball bounces highest*’. Learners are able to use appropriate resources when doing a science investigation – eg. *Balls, different carpet surfacing....*, and are able to record findings in table form – eg. *Display charts, bar charts....* Also, learners are able to talk about whether what happened was what they expected – eg. ‘*Yes – the green ball bounces higher...as expected*’

Level 3

Learners are able to come up with ideas or questions for scientific investigation – eg. ‘*What makes a ball bounce higher?*’ Learners are able to select appropriate resources and instruments when doing a science investigation and, use standard measurements with acceptable precision. Learners are able to carry out a fair test with help – eg.*using same balls on different surfaces*, and are able to identify patterns and / or relationships in recorded measurements- eg. ‘*Yes- the harder the surface the higher the ball bounces.*’

Level 4

Learners are able to make testable predictions as part of a scientific investigation –eg. *‘I think that the ball bounces higher on a harder surface, because...’*. Learners are able to design and carry out fair tests as part of a science investigations on their own / within a group. They are able to give their interpretation and / or draw conclusions based on patterns observed or data collected – eg. *‘not all balls bounce the same height on the same surface’*. Also, learners are able to demonstrate the importance of science investigation as a possible means to solve problems and / or seek solutions related to every day issues.

Primary Science – Learning Outcomes for Year 1

Sharing Our World

1.1 OTHER ANIMALS AND US	1.2 PLANT LIFE	1.3 HABITATS	1.4 WEATHER WATCH
1.1.1 Know that there is a variety of living things. 1.1.2 Recognize different parts of the human body. 1.1.3 Know about the five senses.	1.2.1 Know that there are different kinds of plants.	1.3.1 Observe the many features that make the environment around us.	1.4.1 Know that there is a wide variety of weather conditions.

Energy

1.5 FORCES	1.6 ELECTRICITY	1.7 SOUNDS	1.8 LIGHT
1.5.1 Know that a push or a pull can make things move.	1.6.1 Know that many things use electricity	1.7.1 Know that there are lots of different sounds.	1.8.1 Identify different sources of light. 1.8.2 Know that there are different colours in the environment.

Materials Around Us

1.9 CHANGE	1.10 USES AND PROPERTIES OF MATERIALS	1.11 OUR PLANET AND ITS NEIGHBOURS	
1.9.1 Know that some things can change.	1.10.1 Know that things are made from different materials.	1.11.1 Know that we live on planet Earth.	

Primary Science – Learning Outcomes for Year 2

Sharing Our World

2.1 OTHER ANIMALS AND US	2.2 PLANT LIFE	2.3 HABITATS	2.4 WEATHER WATCH
2.1.1 Know that there are similarities and differences between humans. 2.1.2 Know that there are different kinds of animals.	2.2.1 Recognize basic parts of a plant.	2.3.1 Know that a habitat is the environment in which a plant or an animal lives.	2.4.1 Be able to describe changes in weather. 2.4.2 Know that there are patterns in the weather, which are related to seasonal changes.

Energy

2.5 FORCES	2.6 ELECTRICITY	2.7 SOUNDS	2.8 LIGHT
2.5.1 Know that a push or pull can make things change direction, or stop or go faster or slower.	2.6.1 Know that safety is important when using electricity	2.7.1 Identify different objects which make sounds.	2.8.1 Understand that it is dark when there is no light.

2.9 CHANGE	2.10 USES AND PROPERTIES OF MATERIALS	2.11 OUR PLANET AND ITS NEIGHBOURS
2.9.1 Understand that it is dark when there is no light.	2.10.1 Identify some common materials. 2.10.2 Use the senses to group materials.	2.11.1 Know that the Earth is made up of rock, air and water. 2.11.2 Know that the Earth, moon and sun are separate bodies.

Primary Science – Learning Outcomes for Year 3

Sharing Our World

3.1 OTHER ANIMALS AND US	3.2 PLANT LIFE	3.3 HABITATS	3.4 WEATHER WATCH
3.1.1 Know that we have senses which allow us to find out about the world.	3.2.1 Recognize how plants change when they grow.	3.3.1 Observe that living things are suited to the habitat where they live.	3.4.1 Be able to describe the seasonal changes that occur in the weather and in living things.

Energy

3.5 FORCES	3.6 ELECTRICITY	3.7 SOUNDS	3.8 LIGHT
3.5.1 Know that the bigger the push or pull the further something moves or the more that shape of something is changed.	3.6.1 Know that a circuit is needed to make a bulb light.	3.7.1 Know that we can produce sound in different ways	3.8.1 Know that some materials block light and produce shadows.
	3.6.2 Know that the bulb will not light if there is a break in the circuit.		3.8.2 Know that shiny surfaces reflect light and produce images.

3.9 CHANGE	3.10 USES AND PROPERTIES OF MATERIALS	3.11 OUR PLANET AND ITS NEIGHBOURS
3.9.1 Know that heating and cooling can change things.	3.10.1 Explore different materials according to their properties.	3.11.1 Know that the sun gives us heat and light.
		3.11.2 Know that the moon is a rock without air and water.

Primary Science – Learning Outcomes for Year 4

Sharing Our World

4.1 OTHER ANIMALS AND US	4.2 PLANT LIFE	4.3 HABITATS	4.4 WEATHER WATCH
4.1.1 Know the basic needs of animals.	4.2.1 Know that plants need air, water and light to stay alive.	4.3.1 Know that plants and animals in a habitat depend upon each other.	4.4.1 Be able to record the weather over a period of time.
4.1.2 Recognize the importance of eating a balanced diet.			

Energy

4.5 FORCES	4.6 ELECTRICITY	4.7 SOUNDS	4.8 LIGHT
4.5.1 Know that there is a force of friction acting between any two surfaces.	4.6.1 Observe that some materials in a circuit allow a bulb to light whereas other materials do not.	4.7.1 Know that sound travels in all directions.	4.8.1 Know that multiple images can be produced by mirrors.
4.5.2 Know that friction is larger between two rough surfaces than two smooth surfaces.			4.8.2 Know that images can be produced by curved mirrors.

4.9 CHANGE	4.10 USES AND PROPERTIES OF MATERIALS	4.11 OUR PLANET AND ITS NEIGHBOURS
4.9.1 Know that some changes can be reversed while other cannot.	4.10.1 Know that the same material can have many uses.	4.11.1 Know that the Earth is one of the nine known planets in our solar system.
		4.11.2 Know that there are other planets in space.

Primry Science – Learning Outcomes for Year 5

Sharing Our World			
5.1 OTHER ANIMALS AND US	5.2 PLANT LIFE	5.3 HABITATS	5.4 WEATHER WATCH
5.1.1 Know that animals grow and reproduce.	5.2.1 Know that plants have a life cycle.	5.3.1 Observe that habitats change and that these changes effect plants and animals.	5.4.1 Know that the weather has an effect on the lives of people and other living things.
5.1.2 Group animals according to common features.	5.2.2 Group plants according to common features.		
Energy			
5.5 FORCES	5.6 ELECTRICITY	5.7 SOUNDS	5.8 LIGHT
5.5.1 Know that there are forces between magnets which push or pull.	5.6.1 Know that we can use different components in a circuit to do different jobs.	5.7.1 Know that sound can travel through materials. Know that when an object vibrates it produces sound.	5.8.1 Know how to use mirrors to see behind things.
5.9 CHANGE	5.10 USES AND PROPERTIES OF MATERIALS	5.11 OUR PLANET AND ITS NEIGHBOURS	
5.9.1 Know that some materials can dissolve.	5.10.1 Discover that things are manufactured using materials.	5.11.1 Know that the Earth turns completely once a day.	
	5.10.2 Know that in the manufacture of things materials are chosen for their special properties.	5.11.2 Know that the Earth completes its orbit round the sun once a year.	

Primary Science – Learning Outcomes for Year 6

Sharing Our World

6.1 OTHER ANIMALS AND US	6.2 PLANT LIFE	6.3 HABITATS	6.4 WEATHER WATCH
6.1.1 Know that animals have body systems.	6.2.1 Observe differences between plants and animals.	6.3.1 Know that the environment is a system which can be harmed.	6.4.1 Be able to measure temperature, rainfall, wind speed and direction.
6.1.2 Recognize that knowledge on food groups help us build healthy diets			

Energy

6.5 FORCES	6.6 ELECTRICITY	6.7 SOUNDS	6.8 LIGHT
6.5.1 Become aware of the term gravity as the force which pulls things down. 6.5.2 Know that air resistance can slow down the movement of objects.	6.6.1 Know that a switch can be used to stop electric current from flowing. 6.6.2 Know that switches are designed in a variety of ways.	6.7.1 Understand that some materials let sound pass through them while others reflect sound.	6.8.1 Know that light travels in straight lines. 6.8.2 Know that some materials let light pass through them. 6.8.3 Know the effect of a magnifying glass.

6.9 CHANGE	6.10 USES AND PROPERTIES OF MATERIALS	6.11 OUR PLANET AND ITS NEIGHBOURS
6.9.1 Know that materials can change from one state to another.	6.10.1 Know that some materials occur naturally and others do not.	6.11.1 Know that the moon is a satellite of Earth and that other planets have moons.
		6.11.2 Know that the sun is one of many stars in our galaxy.

MIRI TA' TAGHILIM GHAR-RELIGJON

IL-PROGRAMM TAR-RELIGJON

Għall-Iskejjel Primarji

Razzjonal

F'dinja materjalista, li qed titlef kull valur naturali li jinsab fil-bniedem, ir-Religjon Nisranija twassal lill-istudenti jerggħu jiskopru l-liġi naturali li hemm fihom, l-imħabba lejn Alla wiehed u lejn kull hlejqa fil-holqien. Twassal ukoll lill-istudenti jiskopru l-importanza li għandha r-religjon fis-socjetà. It-tagħlim shiħ tagħha jgħin mhux biss il-hajja personali ta' l-individwu iżda wkoll lis-socjetà biex issib liġijiet generali skond in-natura tal-bniedem. Importanti li nzommu quddiem għajnejna li, f'livell primarju, it-tagħlim tar-religjon fil-bidu tiegħu jista' jigi pprezentat fil-mentalità tat-tfal bħala normi ta' regoli (*codes of rules*). 'Il quddiem dawn għandhom iqajmu kuxjenza għal kull għemil li jagħmlu l-individwi.

Il-lezzjoni tar-religjon hija mezz biex l-istudenti jiskopru l-imħabba li hemm bejn Alla u l-bniedem, li jkellimna f'kull sitwazzjoni ta' hajjitna u jridna ngħixu u niffurmaw il-bniedem shiħ, f'kull settur tal-hajja. Huwa ċar li, bħal ma jgħid il-Kurrikulu Minimu Nazzjonali, ir-religjon ma tistax tkun maqtugħa mis-sugġetti l-oħra kollha .

Għanijiet Ġenerali

Nagħrfu lil Alla permezz ta' Ibnu Ġesù u l-Knisja tiegħu.

1. Mill-esperjenza ta' hajjithom l-istudenti jitgħallmu jagħmlu konfront bejn il-hajja li qed jgħixu, bid-diffikultajiet u s-sbuħija tagħha, u dak li tgħallmu fil-klassi fuq Alla u Ġesù Kristu. Hekk isibu twegiba għall kull mistoqsija tal-hajja.
2. L-imħabba lejn Ġesù twassalhom jagħrfu li Hu huwa t-triq, il-verità u l-hajja. Dan iwassal għal aktar parteċipazzjoni fil-hajja tal-komunità nisranija, fejn jistgħu jgħixu l-Beatitudni li ħabbar Kristu, u fejn jaċċettaw kull sitwazzjoni f'hajjithom.
3. Il-kuraġġ ta' x'għandhom jagħmlu quddiem sitwazzjonijiet godda fil-hajja tagħhom jistgħu jsibuh biss mill-Ispirtu li hemm fihom li huma rċevew permezz ta-sagramenti. Fit-tagħlim tar-Religjon jiskopru sitwazzjonijiet godda ta' kif dan l-Ispirtu qiegħed jgħin.
4. Jaslu li jsibu f'Alla, il-Ħallieq ta' kollox u Missier tal-bnedmin kollha, u f'Ibnu Ġesù, fiduċja shiħa.
5. Ir-Religjon twassal l-Istudenti jkunu sinċieri u onesti mhux biss ma' dawk li qed jgħixu magħhom - id-dar, l-iskola, ir-raħal fejn jgħixu u mal-hbieb - iżda wkoll ma' min ikun qiegħed f'xi bżonn jew għaddej minn xi sitwazzjoni diffiċli, jinsabu fejn jinsabu.
6. L-istudenti, permezz tar-Religjon, jaslu jirrispettaw lill-bnedmin kollha, b'kulturi u religjonijiet differenti, għax Alla hu Missier il-bnedmin kollha.

Reliġjon - Miri ta' Tagħlim - L-Ewwel Sena

1.1 IL-MESAĠĠ T'ALLA: HU JHOBBNA.	1.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA.	1.3 ĠESÙ JAGHTINA L-ISPIRTU TIEGHU FIL-KNISJA.	1.4 NIBNU L-KARATTRU TAGHNA TA' NSARA.
1.1.1 Niskopru l-imħabba t'Alla fina.	1.2.1 Il-Milied: ir-rigal tal-Missier.	1.3.1 Ġesù baqa' magħna permezz ta' l-Ispirtu tiegħu.	1.4.1 Niskopru fejn ngħixu u nikbru ma' Ġesù.
1.1.2 Id-dinja hija s-sinjal ta' l-imħabba t'Alla lejna.	1.2.2 Ġesù jurina kemm iħobbna l-Missier.		
1.1.3 Alla Missierna li jieħu hsiebna.			
1.1.4 Nies li jħobbuna: huma rigali t'Alla.			
1.1.5 Alla dejjem magħna.			

Reliġjon - Miri ta' Tagħlim – It-Tieni Sena

2.1 IL-MESAĠĠ T'ALLA: HU IHOBBNA	2.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA.	2.3 ĠESÙ JAGHTINA L-ISPIRTU TIEGHU FIL-KNISJA.	2.4 NIBNU L-KARATTRU TAGHNA TA' NSARA.
2.1.1 Aħna quddiem Alla.	2.2.1 Niskopru lil Ġesù fil-Vangelu.	2.3.1 Niskopru postna ma' shabna.	2.4.1 Niehdu sehem fil-Quddiesa.
2.1.2 Alla jahfrilna dnubietna.	2.2.2 Marija tilqa' lil Ġesù.	2.3.2 L-Ispirtu s-Santu bhala r-rigal ta' Ġesù	2.4.2 Nippreparaw għall-ewwel qrara.
	2.2.3 Ġesù l-akbar għalliem.		2.4.3 Nippreparaw għall-Ewwel Tqarbina.
	2.2.4 Ġesù jqum mill-mewt.		

Reliġjon - Miri ta' Tagħlim – It-Tielet Sena

3.1 IL-MESAGĠ T'ALLA: HU JHOBBNA	3.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA.	3.3 ĠESÙ JAGHTINA L- ISPIRTU TIEGHU FIL- KNISJA.	3.4 NIBNU L- KARATTRU TAGHNA TA' NSARA.
3.1.1 Ġesù u r-rabta tiegħu mal-Missier: Magħmudija ta' Ġesù.	3.2.1 Jum fil-hajja ta' Ġesù.	3.3.1 Ġesù jagħzel l-Appostli.	3.4.1 Ġesù f'pajjiżu kien jikber fil-karattru tiegħu.
3.1.2 Ġesù jaċċetta r-rieda tal-Missier: il-Passjoni, il-Mewt u l-Qawmien.	3.2.2 Il-hidma ta' mħabba u ħniena ta' Ġesù.	3.3.2 Ġesù fil-glorja tiegħu.	
	3.2.3 It-tagħlim ta' Ġesù.		

Reliġjon - Miri ta' Tagħlim – Ir-Raba' Sena

4.1 IL-MESAGĠ T'ALLA: HU JHOBBNA	4.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA.	4.3 ĠESÙ JAGHTINA L-ISPIRTU TIEGHU FIL-KNISJA.	4.4 NIBNU L-KARATTRU TAGHNA TA' NSARA.
4.1.1 Kif jien nista' nħobb lil Alla flimkien ma' sħabi.	4.2.1 Hu għażel lill-Appostli biex ikompli fid-dinja l-imħabba tiegħu.	4.3.1 Kif tidher il-Knisja fl-Atti ta' l-Appostli.	4.4.1 Esperjenza li għandna tal-Knisja.
			4.4.2 Il-Knisja waqqafha Ġesù.
			4.4.3 Inkunu Knisja fl-ambjent fejn ngħixu.
			4.4.4 Jum l-għaqda bejnietna: Jum il-Hadd.

Reliġjon - Miri ta' Tagħlim – Il-Hames Sena

5.1 IL-MESAĠĠ T'ALLA: HU IHOBBA.	5.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA.	5.3 ĠESÙ JAGHTINA L-ISPIRTU TIEGHU FIL-KNISJA.	5.4 NIBNU L-KARATTRU TAGHNA TA' NSARA.
5.1.1 L-Ispirtu t'Alla jaħdem f'Mosè.	5.2.1 Ġesù gie mogħti lilna permezz ta' Marija.	5.3.1 L-Ispirtu jibni fina imġiba nisranija.	5.4.1 Nagħrfu u nixbhu lil Ġesù.
5.1.2 L-Ispirtu t'Alla jaħdem f'David.	5.2.2 Il-liġi ġdida fil-barkiet ta' Ġesù.	5.3.2 F'Ġesù hemm il-milja ta' l-Ispirtu.	5.4.2 Ġesù mudell tagħna.
5.1.3 L-Ispirtu t'Alla jaħdem fil-profeti.	5.2.3 Ġesù, il-bniedem perfett.		5.4.3 Qaddisin - l-eżempji għalina.
			5.4.4 L-Ispirtu jgħammar fina.

Reliġjon - Miri ta' Tagħlim – Is-Sitt Sena

6.1 IL-MESSAĠĠ T'ALLA: HU JHOBBA.	6.2 ĠESÙ KRISTU HU R-RIGAL T'ALLA.	6.3 ĠESÙ JAGHTINA L-ISPIRTU TIEGHU FIL-KNISJA.	6.4 NIBNU L-KARATTRU TAGHNA TA' NSARA.
6.1.1 Nimxu t-triq tagħna lejn il-Missier.	6.2.1 Il-Milied u l-Epifanija.	6.3.1 Festa ta' San Pawl.	6.4.1 Il-Liturġija tbiddel il-ħajja tagħna: l-Ewkaristija.
6.1.2 Niffurmaw idea t'Alla kif verament hu.	6.2.2 Marija taħt is-salib.	6.3.2 Fir-Randan ninbidlu fl-Ispirtu tiegħu.	6.4.2 Is-Sagramenti jibdluna.
6.1.3 Kif nistgħu nersqu lejn Alla.			6.4.3 Il-festi l-Kbar: ngħixu dak li niċcelebraw.
			6.4.4 Fl-Għid inqumu ma' Ġesù.

MIRI TA' TAGHLIM GHALL-ISTUDJI SOĊJALI

RAZZJONAL

L-Ambjent Ġeografiku

IL-PROGRAMM TA' L-ISTUDJI SOĊJALI

Ghall-Iskejjel Primarji (L-Ambjent Ġeografiku)

Razzjonal

Il-programm ta' l-Istudji Soċjali għall-Iskejjel Primarji Maltin għandu jwassal biex it-tfal jagħrfu aktar l-ambjent ġeografiku fl-aspetti differenti tiegħu, jifhmu aħjar is-soċjeta` Maltija fl-isfond Malti, Ewro-Mediterranju u globali, u jiksbu dawk il-hiliet u l-attitudnijiet li jgħinuhom fil-hajja tagħhom ta' ċittadini responsabbli f'rabta ma' ċittadini ohra f'pajjiżhom u fid-dinja.

Il-Miri Ġenerali ta' l-Ambjent Ġeografiku

Għerf

Tagħrif dwar postijiet u nhawi li jgħinu lit-tfal biex jaraw, f'kuntest ġeografiku, attivitajiet lokali, nazzjonali u internazzjonali.

Tagħrif dwar forom u elementi ġeografiċi li jgħinu lit-tfal biex jaraw, f'kuntest ġeografiku, attivitajiet lokali, nazzjonali u internazzjonali.

Fehma

Fehma ta' karatteristiċi importanti tas-sistemi fiżiċi ewlenin tad-Dinja u l-interazzjoni bejn dawn is-sistemi.

Fehma tar-relazzjonijiet li jseħhu bejn attivitajiet umani u proċessi fiżiċi, li jinkludu fatturi li bihom is-soċjeta tinfluwenza l-kundizzjonijiet ambjentali u viċi-versa.

Hiliet

Hiliet li bihom it-tfal jafu jesprimu ruhhom oralment, artistikament u bil-kitba dwar temi ġeografiċi billi jagħrfu jiddeskrivu, jinnutaw il-qbil u d-differenzi bażiċi bejn forom u elementi ġeografiċi.

Hiliet li bihom l-istudenti jafu jesprimu ruhhom oralment, artistikament u bil-kitba dwar temi ġeografiċi billi jagħrfu jiddeskrivu u jiddiskutu l-interazzjoni li tgħaddi bejn organizzazzjonijiet umani u forom ġeografiċi.

Hiliet u kompetenzi meħtieġa biex it-tfal jkunu kapaci jwettqu studji ġeografiċi, speċjalment interpretazzjoni ta' mapep u *fieldwork*.

Attitudnijiet

Trawwim fost it-tfal ta' mħabba u rispett lejn l-ambjent ġeografiku.

Trawwim fost it-tfal ta' mħabba u rispett lejn il-grupp li jaħdmu miegħu.

Trawwim fost it-tfal ta' kultura dinamika u kreattiva fl-oqsma kollha msemmija fuq .

Trawwim fost it-tfal ta' interess lejn programmi fuq it-televizjoni bħall – aħbarijiet, ir-rapport tat-temp, programmi edukattivi u kulturali, programmi fuq in-natura, xjenza , eċċ. L-ġhalliema huma mħegġa li jinkludu dawn it-tipi ta' riżorsi fit-tagħlim tagħhom.

Livelli ta' Tagħlim fl-Ambjent Ġeografiku

Huwa maħsub li tul it-tagħlim fis-snin ta' l-iskola primarja l-maġġoranza tat-tfal jilhqg r-raba' livell fuq skala ta' tmienja.

Il-livelli huma skaluni tat-tagħlim fl-ambjent ġeografiku.

L-Ewwel Livell

Permezz ta' l-espressjoni orali u bl-ġħajnuna ta' stampi, it-tfal jagħrfu xi partijiet mill-ambjent naturali u uman fil-lokalita` tagħhom. Fil-klassi jipparteċipaw ukoll f'attivitajiet maħsuba biex ikabbru l-konozzenza ta' ġħadd limitat ta' nħawi naturali u umani li jinsabu qrib ir-raħal jew il-belt tagħhom. Huma josservaw ukoll xi ċikli naturali mill-ħajja ta' kuljum eż. il-lejl u n-nhar; ix-xita u x-xemx.

It-Tieni Livell

Permezz ta' espressjoni orali u artistika u kitba ħafifa, it-tfal jagħrfu firxa limitata ta' elementi fiżiċi u umani li jinsabu fil-lokal tagħhom. Huma wkoll jagħrfu u jiddistingwu elementi u forom fl-ambjent minn fuq ritratti u stampi u dan jagħmluh permezz ta' espressjoni artistika, orali u xi kitba ħafifa. F'dan il-livell l-istudenti jibdeu jagħtu xi raġunijiet dwar il-karattru distintiv ta' postijiet differenti fil-lokal tagħhom. Huma jiddeskrivu oralment u artistikament, b'mod sempliċi, xi ċikli naturali mill-ħajja ta' kuljum eż. ix-xitwa u s-sajf; ir-riħ u l-kalma. Barra dan, ikunu jafu jwettqu xi studju ġeografiku ħafif bl-użu ta' xi riżorsi sempliċi.

It-Tielet Livell

Permezz ta' espressjoni orali u artistika u kitba, it-tfal jafu jagħtu tifsira ġħal firxa ta' elementi fiżiċi u umani li jinsabu fil-Gżejjer Maltin. Huma wkoll juru li jafu fejn jinsabu l-kontinenti fid-dinja, il-pajjiżi ta' madwar il-Mediterran, il-portijiet ewlenin u l-gżejjer ewlenin f'dan il-baħar. It-tfal jibdeu joffru raġunijiet ġħall-karattru distintiv ta' postijiet u nħawi fil-Gżejjer Maltin. Huma wkoll jifhmu l-linji generali li fuqhom jaħdmu ċ-ċikli naturali tal-ħajja ta' kuljum u t-tibdil interattiv li jseħħ waqt il-proċess ta' xi wħud miċ-ċikli naturali. It-tfal jindikaw xi xorta ta' studju ambjentali u juru li jifhmu u jafu jużaw xi riżorsi meħtieġa biex jitwettaq tiftix ġeografiku.

Ir-Raba' Livell

Permezz ta' espressjoni orali, kitba, stampi u mapep, it-tfal kapaċi jagħtu tifsira għal firxa ta' bosta elementi fiżiċi u umani li jinsabu fil-Gżejjer Maltin. Huma wkoll juru li jafu jispjegaw xi kuntrasti f'xi oqsma speċifiċi ta' l-ambjent Malti. Juru wkoll li jifhmu xi punti speċifiċi li fuqhom jaħdmu xi sistemi jew ċikli naturali tal-ħajja ta' kuljum u t-tibdil interattiv li jseħħ waqt il-proċess ta' xi wħud minn dawn iċ-ċikli. It-tfal jagħrfu l-kuntrasti bejn il-forom ġeografiċi fl-ambjent Malti u xi wħud fir-regjun tal-Mediterran u jkunu jafu jagħtu xi raġunijiet għal dawn il-kuntrasti. It-tfal jafu wkoll jiġbru u jipprezentaw taġrif ta' studju ġeografiku ħafif maħdum fl-istrutturi ta' l-iskola stess. It-tfal jkunu kapaċi jinterpretaw mapep sempliċi u ritratti meħtieġa għal studju ġeografiku u, marbut ma' dan, l-użu bażiku tat-teknoloġija ta' l-informatika.

RAZZJONAL

L-Ambjent Soċjali

IL-PROGRAMM TA' L-ISTUDJI SOĊJALI

Għall-Iskejjel Primarji (L-Ambjent Soċjali)

Razzjonal

Il-Programm ta' l-Istudji Soċjali għall-Iskejjel Primarji Maltin għandu jwassal biex it-tfal jagħrfu aktar l-ambjent ġeografiku fl-aspetti differenti tiegħu, jifhmu aktar is-soċjeta` Maltija fl-isfond Malti, Ewro-Mediterranju u globali, u jiksbu dawk il-hiliet u l-attitudnijiet li jgħinuhom fil-hajja tagħhom ta' ċittadini responsabbli f'rabta ma' ċittadini oħra f'pajjiżhom u fid-dinja.

Il-Miri Ġenerali fl-Ambjent Soċjali

Aktar milli jharreg lit-tfal biex jiftakru u jirriproduċu bl-ament fatti u informazzjoni, l-Istudji Soċjali għandu jagħti tagħrif korrett dwar fatti u grajjiet soċjali, iwiežen u jsahħaħ il-fehma tagħhom, iharreg fil-hiliet bħala għodda meħtieġa għal impenn fil-hajja tas-soċjeta`, u jiżviluppa attitudnijiet pożittivi. L-aspett ta' l-Ambjent Soċjali fis-sillabu jilhaq dawn l-erba' miri ġenerali billi jipproponi taħriġ fl-oqsma ta':

Tagħrif:

- jagħrfu l-elementi li jsawru l-ambjenti differenti tagħhom
- ikollhom tagħrif dwar il-karatteristiċi tal-kultura u l-identita' Maltija
- jagħrfu l-proċessi li jseħħu fl-ambjent soċjali
- ikunu jafu b'dawk l-arrangamenti soċjali jew istituzzjonijiet li jaqdu l-htigijiet fis-soċjeta`
- ikunu konxji li huma ċittadini ta' Pajjiżhom, ta' l-Ewropa u tad-Dinja

Fehma:

- jifhmu l-aspetti differenti ta' l-ambjent
- jifhmu r-rabtiet umani fir-relazzjonijiet soċjali
- jifhmu kif huma jagħmlu parti minn grupp u minn istituzzjoni soċjali
- jifhmu l-funzjoni ta' l-istituzzjonijiet soċjali u l-importanza tagħhom fis-soċjeta`
- jifhmu li bħala ċittadini għandhom drittijiet u dmirijiet
- jifhmu r-rabta bejn drittijiet u dmirijiet
- jagħrfu li Malta hi fl-Ewropa u li hi wkoll parti mill-għaqda ta' pajjiżi fl-Ewropa magħrufa bħala l-Unjoni Ewropea

Hiliet:

- josservaw l-ambjent, jidentifikaw u jiddeskrivu l-karatteristiċi tiegħu
- jiddeskrivu fatti u grajjiet soċjali
- jipparteċipaw fl-attivitajiet tal-grupp
- jiksibu taġġir fuq grajjiet, fatti u esperjenzi bl-għodod tal-qari, stampi u ritratti, intervisti, u l-użu tat-teknoloġija ta' l-informatika
- jistaqsu, jaqraw u jfittxu dwar il-kulturi tal-pajjiżi Ewropej, u jsibu xebh bejn l-attivitajiet fi programmi edukattivi Ewropej u l-Istudji Soċjali

Attitudnijiet:

- ikunu miftuħin għad-diversita` fl-ideat u l-kultura
- juru li lesti li jisimgħu u jirrispettaw l-ideat ta' l-oħrajn
- ikunu lesti li jesprimu ideat personali mingħajr ma jwegġgħu s-sentimenti ta' haddiehor
- juru sens ta' apprezzament ta' l-ambjent naturali u storiku
- jirrispettaw id-drittijiet ta' l-oħrajn
- juru li jemmu fil-paċi u s-solidarjeta` ma' l-oħrajn
- ikollhom sens ta' ġustizzja fir-relazzjonijiet tagħhom fil-grupp
- iħarsu aktar lejn il-paċi u n-non-vjolenza fl-Ewropa u fid-dinja milli lejn it-terroriżmu u l-gwerer

Livelli Ta' Tagħlim fl-Ambjent Soċjali

Ix-xogħol fil-parti ta' l-Ambjent Soċjali hu mfassal fuq proċess ta' tagħlim li matulu t-tfal jilhqqu gradatament erba' livelli ta' tagħlim fuq skala sħiħa ta' tmien livelli. Hu mistenni li l-magħġoranza tat-tfal ikunu laħqu r-raba' livell sakemm itemmu l-kors tal-Primarja. Il-livelli ta' tagħlim huma hekk:

L-Ewwel Livell

It-tfal jagħmlu osservazzjonijiet ħfief fuq dak li jaraw madwarhom billi jsemmu l-oġġetti, l-imkejjen u l-persuni fl-ambjent ta' madwarhom. Jagħrfu l-imġibiet differenti tan-nies u jistaqsu dwar l-ambjent. Esperjenzi ta' soċjalizzazzjoni jibdew jidhru fl-interazzjoni fil-gruppi, kif din turi ruħha fil-komunikazzjoni verbali u non-verbali.

It-Tieni Livell

It-tfal jagħmlu osservazzjonijiet aktar wiesgħa ta' l-ambjent billi jiddeskrivu oġġetti, imkejjen u persuni, u jqabbluhom ma' tpingijiet u stampi. Huma jesprimu ideat elementari fuq il-karatteristiċi ta' l-ambjent naturali u dak uman. Juru li huma jagħmlu parti minn grupp billi jieħdu sehem fl-attivitajiet tal-grupp. Is-sens ta' soċjalizzazzjoni jibda jinħass aktar billi jikkomunikaw b'mod verbali u non-verbali ma' forom differenti ta' mġiba. Juru li lesti li jitgħallmu mill-oħrajn.

It-Tielet Livell

It-tfal jagħrfu r-rwoli differenti li jsawru l-ambjent soċjali. Huma juru għarfien bażiku ta' l-imġiba u r-relazzjonijiet soċjali fil-grupp. Il-mod kif jesprimu ruħhom, verbalment u bil-kitba ta' sentenzi ħfief, juri li huma qegħdin jifhem l-ideat ta' nies oħra. Il-karatteristiċi ewlenin ta' l-identita' nazzjonali, bħalma hi l-Lingwa u t-Tradizzjonijiet, jibdew jiġu magħrufa. Xi arrangamenti soċjali fis-soċjeta', bħall-Familja u l-Edukazzjoni, jibdew jiġu identifikati. Il-proċess ta' soċjalizzazzjoni jibda jinħass aktar hekk kif dawk li jkunu qegħdin jitgħallmu jorbtu l-esperjenzi tagħhom ma' dawk ta' nies oħra fis-soċjeta'.

Ir-Raba' Livell

It-tfal jiddeskrivu r-rwoli differenti fil-grupp. Huma jiddeskrivu u jqabblu l-modi ta' interazzjoni f'ambjenti soċjali differenti. Jgħidu kif jaħsbuha fuq l-ideat, ir-rwoli u l-imġiba ta' l-oħrajn, u jipprezentaw il-ħsieb tagħhom bil-kitba. Jibdew isemmu drittijiet u dmirijiet bażiċi fil-ħajja tal-grupp. Dawk li jitgħallmu jagħrfu x'inhu r-rwol ta' l-istituzzjonijiet soċjali fil-ħajja ta' nazzjon, u jiddeskrivu dan ir-rwol b'mod orali u bil-kitba. Huma jibdew jaddottaw metodi elementari ta' riċerka, bħalma hu l-gbir ta' informazzjoni, biex jagħmlu studji deskrittivi ta' l-ambjent soċjali.

RAZZJONAL

L-Ambjent Storiku

IL-PROGRAMM TA' L-ISTUDJI SOĊJALI

Għall-Iskejjel Primarji

(L-Ambjent Storiku)

Razzjonal

Il-Miri Ġenerali ta' l-Ambjent Storiku

L-istudenti għandhom jakkwistaw tagħrif dwar dak li ġara fil-passat biex ikunu jistgħu jifhmu minn xiex għadda minnu pajjiżna. Dan it-tagħrif għandu jkun imsaħħaħ b'interpretazzjoni ta' għala ġara hekk fil-qedem. Huma għandhom jiżviluppaw ħiliet partikolari fl-istorja bħal: li jibdew jifhmu t-tibdil u l-kontinwita' matul iż-żminijiet, jibdew jiżviluppaw idea ta' kronoloġija, jibdew ikunu kapaċi jimmaginaw lilhom infushom jgħixu f'dak iż-żmien (empatija) u jkunu kapaċi jidentifikaw aspetti ta' natura storika minn diversi sorsi.

Deskrizzjoni ta' Livelli

It-tagħlim ta' l-istorja hu mfassal fuq proċess li hu bbażat fuq tmien livelli. Hu mistenni li l-maġġoranza tat-tfal jilhqqu t-tielet livell sakemm itemmu l-kors tal-Primarja.

L-Ewwel Livell

B'użu ta' diversi riżorsi edukattivi, it-tfal għandhom jiddistingwu bejn il-preżent u l-passat fil-ħajja tagħhom u ta' nies oħra, u jkunu kapaċi jirrakkontaw stejjer sempliċi. Huma jkunu kapaċi jiftakru xi grajjiet storiċi b'xi dettal u jkunu kapaċi jirrispondu mistoqsijiet sempliċi fuq il-passat, l-iżjed b'użu ta' stampi.

It-Tieni Livell

It-tfal għandhom jibdew jifhmu x'inhi kronoloġija billi jpoġġu xi ftit grajjiet wara xulxin u jibdew jużaw terminoloġija sempliċi fuq iż-żmien eż. is-sena l-oħra. Huma għandhom jifhmu u jagħtu xi tagħrif dwar xi wħud mill-grajjiet ewlenin u l-personaġġi li studjaw dwarhom. Huma jkunu kapaċi jakkwistaw informazzjoni sempliċi minn diversi tipi ta' evidenza li jinkludu stampi u testi.

It-Tielet Livell

It-tfal għandhom jifhmu li ħajjithom kienet differenti mill-ħajja tan-nies l-oħra fil-passat. Huma juru li għandhom tagħrif bizzejjed biex jifhmu l-ġrajjet ewlenin u l-personaġġi li studjaw fuqhom. Huma jkunu kapaċi jagħmlu osservazzjonijiet sempliċi fuq in-nies li studjaw dwarhom u jistaqsu mistoqsijiet minn diversi sorsi ta' evidenza. Huma jibdedw jipproduċu xi forma sempliċi ta' kitba strutturata.

Ir-Raba' Livell

It-tfal jibdedw jassoċjaw xi ismijiet storiċi ma' perijodi speċifiċi ta' żmien, jirriflettu fuq il-karatteristiċi ta' dawn il-perijodi differenti ta' żmien u jaslu għal xi konklużjonijiet personali. Huma jkunu kapaċi jhaddmu t-tagħrif akkwistat biex jifhmu perijodi differenti ta' l-istorja bl-użu ta' sorsi. Huma jibdedw jużaw xi sorsi biex jifhmu aħjar in-nies u l-ġrajjet. Huma jkunu kapaċi jaslu għal elementi sempliċi ta' empatija u jibdedw jimmaġinaw x'kienu xi wħud mir-reazzjonijiet differenti tan-nies fil-passat. Huma jkunu kapaċi jirraġunaw u jaslu għall-konklużjonijiet tagħhom mill-informazzjoni li jkunu ħadu.

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1.1 IT-TEMP U L-KLIMA	1.2 IL-PAJSAĠĠ U L-PROĊESSI FIŻIĊI	1.3 L-UŻU TA' L-ART U TAL-BAHAR, RIŻORSI U TIBDIL	1.4 STILI TA' HAJJA U HARSJEN AMBJENTALI
1.1.1 Is-Sħana u l-Bard	1.2.1 Id-dehra tal-pajsaġġ qrib fejn nghixu: Xi għoljiet, widien u pjanura	1.3.1 L-isem tal-belt jew raħal tagħna	1.4.1 Attivitajiet tat-tfal tul il-jum
1.1.2 X'nilbsu minħabba t-temp	1.2.2 Tibdil fil-pajsaġġ li jsir mat-tibdil tat-temp	1.3.2 Bini kbir fil-belt jew raħal tagħna	1.4.2 Eżempji żgħar ta' kif nistgħu ma nahlux ikel, ilma u karta
1.1.3 Effetti oħra fuq il-ħajja tagħna ta' kuljum		1.3.3 Triq ewlenija fil-belt jew raħal tagħna	
1.1.4 It-tibdil li jseħħ madwarna minħabba t-temp		1.3.4 Tifsira ta' trasport pubbliku u privat	
		1.3.5 Użu ieħor ta' l-art: ġonna, għelieqi	

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1.1 JIEN U L-OHRAJN		1.2 KOMUNIKAZZJONI		1.3 JIEN U L-AMBJENT	
1.1.1	It-tfal jagħrfu aħjar lilhom infushom	1.2.1	It-tfal juru l-ħila li jirrelataw ma' l-oħrajn	1.3.1	It-tfal juru sens ta' osservazzjoni tal-fatturi ewlenin fl-ambjent ta' madwarhom
1.1.2	Jagħrfu l-ambjent tal-klassi u ambjenti familjari oħra	1.2.2	Jipparteċipaw fl-attivitajiet tal-grupp	1.3.2	Juru l-ħila li jsemmu u jidentifikaw il-karatteristiċi ambjentali
1.1.3	Juru s-sens ta' grupp	1.2.3	Juru li lesti li jaqsmu oġġetti, stejjer u esperjenzi ma' l-oħrajn	1.3.3	Juru ħila fl-espressjoni verbali ta' dak li josservaw

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TEMA	IKOLLHOM TAGHRIF DWAR IL-PASSAT	JIFHMU GHALA ĠARA HEKK FIL-QEDEM	JIFHMU T-TIBDIL U L-KONTINWITA' FL-ISTORJA	L-UŻU TA' SORSI BL-INTERPRETAZZJON I TAGHHOM U L-IŻVILUPP TA' SENS TA' EMPATIJA
1.1 Jien Innifsi	Ikunu kapaċi jispjegaw minn xiex għaddew minnu f'hajjithom sa issa u jkunu kapaċi jqieghdu l-ġrajjet wara xulxin	Jifhmu li dak li għaddew minnu f'hajjithom huwa xi haġa komuni għat-tfal kollha	Jifhmu li l-ħajja tat-tfal kienet simili u fl-istess ħin differenti fiż-żminijiet ta' qabel	Jifhmu f'liema kundizzjoni kienu jgħixu t-tfal fi żminijiet oħra
1.2 Il-Familja tiegħi	Ikunu jafu l-istorja tal-familja tagħhom	Jifhmu li missierhom u ommhom darba kienu tfal bħalhom u meta kibru ffurmaw familja għalihom	Jifhmu kif fil-ħajja fil-familja fl-antik kien hemm sitwazzjonijiet simili u fl-istess ħin differenti minn dawk tal-lum	Jidentifikaw il-familji tal-passat minn dawk tal-lum minn sorsi viżwali
1.3 Il-Ġugarelli	Jindunaw li ċertu ġugarelli ma kinux jeżistu fil-passat	Jifhmu għala kien hemm dawk it-tip ta' ġugarelli fl-imghoddi u kif dawn tbiddu llum	Jifhmu li t-tip ta' ġugarelli li t-tfal kellhom fil-passat qegħdin jinbidlu minħabba l-progress li sar	Permezz ta' sorsi viżwali jifhmu kif il-ġugarelli jiddependu fuq iż-żminijiet differenti

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2.1 IT-TEMP U L-KLIMA	2.2 IL-PAJSAĠĠ U L-PROĊESSI FIŻIĊI	2.3 L-UŻU TA' L-ART U TAL-BAHAR, RIŻORSI U TIBDIL	2.4 STILI TA' HAJJA U HARSJEN AMBJENTALI
2.1.1 Il-Bnazzi	2.2.1 Il-kampanja b'mod ġenerali	2.3.1 Kategoriji ta' bini fil-belt jew raħal tagħna: Djar privati Bini tal-Gvern Bini tal-Knisja Bini kummerċjali	2.4.1 Kif jgħixu n-nies fil-belt jew raħal u dawk tal-kampanja
2.1.2 Ir-Riħ	2.2.2 Elementi speċifiċi tal-kampanja fl-inħawi tal-belt jew raħal tagħna	2.3.2 It-trasport pubbliku: kif tuzah, fejn jista' jwasslek	2.4.2 Minn fejn jiġi l-ikel bħall-ħalib, il-ħobż, il-ħaxix, il-laħam (Ftit eżempji)
2.1.3 Is-Sħab u x-Xita			
2.1.4 Ir-Raġhad u s-Sajjetti			

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2.1 JIEN U L-OHRAJN	2.2 KOMUNIKAZZJONI	2.3 JIEN U L-AMBJENT
2.1.1 It-tfal jagħrfu u jsemmu l-kwalitajiet pożittivi u l-limitazzjonijiet f'ħajjithom	2.2.1 Jizviluppaw il-ħila li jaħdmu fi grupp	2.3.1 Jagħrfu li l-ambjent hu magħmul minn fatturi naturali, bini u fatturi umani/soċjali
2.1.2 Jibdew isemmu u jifhmu l-vantaġġi ta' meta taħdem ma' l-oħrajn	2.2.2 Jizviluppaw sens ta' sigurta' fil-grupp	2.3.2 Juru għamliet ta' mgiba ta' soċjalizzazzjoni fil-familja, fl-iskola, fil-lokalita'
2.1.3 Josservaw id-differenzi bejnhom u l-oħrajn	2.2.3 Jibdew jifhmu li jistgħu jikkomunikaw ma' gruppi ta' nies akbar mill-familja u l-iskola	2.3.3 Jagħrfu aktar l-ambjent uman/soċjali fil-familja, fl-iskola, fil-lokalita', fil-pajjiż
2.1.4 Jibdew iwessgħu l-għarfien tagħhom ta' l-oħrajn: mill-familja għall-iskola, għall-lokalita', għal Malta		

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TEMA	IKOLLHOM TAGHRIF DWAR IL-PASSAT	JIFHMU GHALA ĠARA HEKK FIL-QEDEM	JIFHMU T-TIBDIL U L-KONTINWITA FL-ISTORJA	L-UŻU TA' SORSI BL-INTERPRETAZZJONI TAGHHOM U L-IŻVILUPP TA' SENS TA' EMPATIJA
2.1 Il-Lokal fejn noqgħod	Ikollhom tagħrif dwar il-postijiet l-aktar importanti fil-lokal tagħhom	Jifhmu liema postijiet fil-lokal huma qodma u liema huma ġodda	Jifhmu għala xi postijiet fil-lokal baqgħu l-istess u oħrajn tbiddu	Permezz ta' sorsi viżwali jkunu kapaċi jidentifikaw jekk il-postijiet tal-lokal tbiddlux ħafna jew baqgħu l-istess
2.2 Il-vaganzi tagħna	Ikollhom tagħrif dwar kif it-tfal kienu jgħaddu l-ħin matul il-vaganzi matul iż-żminijiet	Jifhmu għala t-tfal kienu jgħaddu l-ħin liberu tagħhom f'dan il-mod	Jifhmu x'baqa' l-istess u x'inbidel matul iż-żmien	Permezz ta' sorsi viżwali jkunu kapaċi jidentifikaw kemm id-drawwiet tat-tfal tbiddu jew le matul iż-żmien
2.3 L-Iskejjel	Ikunu jafu kif kienet tingħata l-ewwel tip ta' edukazzjoni b'mod individwali	Jifhmu għala ftit kienet tingħata importanza lill-edukazzjoni fil-passat	Ikunu jafu li, minkejja li l-iskejjel ilhom ħafna jeżistu, mhux dejjem kellhom l-istess forma	Permezz ta' sorsi viżwali jippruvaw jimmaginaw kif kienet tkun il-ġurnata fl-iskola fil-passat
2.4 L-Ikel	Ikollhom tagħrif dwar x'tip ta' ikel kien popolari dari u illum	Jifhmu għala dak l-ikel kien popolari	Jifhmu kif xi drawwiet ta' l-ikel baqgħu jintużaw matul iż-żmien	

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3.1 IT-TEMP U L-KLIMA	3.2 IL-PAJSAGĠ U L-PROĊESSI FIŻIĊI	3.3 L-UŻU TA' L-ART U TAL-BAHAR, RIŻORSI U TIBDIL	3.4 STILI TA' HAJJA U HARSJEN AMBJENTALI
3.1.1 L-istaġuni f'Malta	3.2.1 Tipi ta' għoljiet f' Malta jew Ghawdex : il-forma tagħhom, it-tip ta' veġetazzjoni fuqhom. Eżempji ta' fauna li jgħixu fuqhom	3.3.1 Qabbel il-belt jew raħal tiegħek ma' xi belt jew raħal fil-qrib: f'dawk li huma daqs relattiv tal-popolazzjoni, bini pubbliku jew importanti hafna.	3.4.1 Ftit eżempji ta' kif it-tfal jistgħu jibzghu għall-ilma: nibdew mid-dar; inkomplu fl-iskola.
3.1.2 Eżempji ta' staġuni differenti minn ta' Malta	3.2.2 Xi tipi ta' widien f' Malta jew Ghawdex u meta jgħaddi l-ilma minnhom. Fejn jispiċċa dan l-ilma.	3.3.2 Eżempji ta' servizzi f'raħal jew belt . Inqabblu ir-raħal jew belt tagħna ma' iehor jew ohra.	3.4.2 Eżempji kif it-tfal jistgħu ma jahlux dawl elettriku. Nibdew mid-dar; inkomplu l-iskola.
3.1.3 Nagħzlu l-aħjar klima: bil-fatturi li huma s-shana, il-kesha, ix-xita, il-borra, in-nixfa	3.2.3 Eżempji ta' flora u fauna li jgħixu fil-widien Maltin jew Ghawdxin		3.4.3 Eżempji ta' x'jistgħu jagħmlu l-awtoritajiet biex niffrankaw l-ilma u d-dawl
	3.2.4 Il-pjanura jew wita : xi eżempju u għaliex hawn insibu l-aħjar art: il-vantaġġi		

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3.1 IT-TEMP U L-KLIMA	3.5 IL-PAJSAGĠ U L-PROĊESSI FIŻIĊI	3.6 L-UŻU TA' L-ART U TAL-BAHAR, RIŻORSI U TIBDIL	3.7 STILI TA' HAJJA U HARSJEN AMBJENTALI
3.1.1 L-istaġuni f' Malta	3.2.1 Tipi ta' għoljiet f' Malta jew Ghawdex : il-forma tagħhom, it-tip ta' veġetazzjoni fuqhom; Eżempji ta' fawna li jgħixu fuqhom	3.3.1 Qabel il-belt jew raħal tiegħek ma' xi belt jew raħal fil-qrib: f' dawk li huma daqs relattiv tal-popolazzjoni, bini pubbliku jew importanti hafna	3.7.1 Ftit eżempji dwar kif it-tfal jistgħu jibzġhu għall-ilma: nibdew mid-dar; inkomplu fl-iskola
3.1.2 Eżempji ta' staġuni differenti minn ta' Malta	3.2.5 Xi tipi ta' widien f' Malta jew Ghawdex u meta jgħaddi l-ilma minnhom; fejn jispiċċa dan l-ilma	3.3.3 Eżempji ta' servizzi f' raħal jew belt; Inqabblu r-raħal jew belt tagħna ma' ieħor jew ohra	3.4.4 Eżempji kif it-tfal jistgħu ma jahlux dawl elettriku: nibdew mid-dar; inkomplu l-iskola
3.1.3 Nagħzlu l-aħjar klima: bil-fatturi li huma s-sħana, il-kesħa, ix-xita, il-borra, in-nixfa	3.2.6 Eżempji ta' flora u fawna li jgħixu fil-widien Maltin jew Ghawdxin		3.4.5 Eżempji ta' x' jistgħu jagħmlu l-awtoritajiet biex niffrankaw l-ilma u d-dawl
	3.2.7 Il-pjanura jew wita : xi eżempju u għaliex hawn insibu l-aħjar art: il-vantaġġi		

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3.1 JIEN U L-OHRAJN	3.2 KOMUNIKAZZJONI	3.3 JIEN U L-AMBJENT
3.1.1 It-tfal jizviluppaw u jsaħhu r-relazzjoni fil-grupp	3.2.1 It-tfal jagħrfu u jifhmu l-komunikazzjoni bħala sistema ta' relazzjonijiet	3.3.1 It-tfal jagħrfu l-ambjenti ta' kenn għall-bniedem
3.1.2 Jibdew l-għarfien tal-lokalita' fejn joqogħdu	3.2.2 Jibdew jikkomunikaw ma' l-ambjent	3.3.2 Juru apprezzament u rispettu lejn l-annimali fid-djar tagħna
3.1.3 Jagħrfu u jifhmu li n-nies fil-lokalita' tagħhom huma parti minn pajjiżhom	3.2.3 Jagħrfu xi aspetti soċjali ta' l-użu tat-teknoloġija ta' l-informatika, eż. il-kompjuter, l-email	3.3.3 Jimxu ma' regoli ta' saħħa u sigurtà' fid-dar
		3.3.4 Jizviluppaw is-sens ta' dritt u dmir bħala membri ta' familja u ċittadini fil-lokalita' u f'pajjiżhom

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4.1 IT-TEMP U L-KLIMA	4.2 IL-PAJSAĠĠ U L-PROĊESSI FIŻIĊI	4.3 L-UŻU TA' L-ART U TAL-BAĦAR, RIŻORSI U TIBDIL	4.4 L-STILI TA' HAJJA U HARSJEN AMBJENTALI
4.1.1 Nosservaw l-elementi prinċipali tat-temp, jiġifieri t-temperatura, ix-xita u r-riħ	4.2.1 Nagħrfu t-tliet biomi ewlenin: id-deżert, il-mergħa u l-foresta (relatati mal-pajjiżi tal-Mediterran); Elementi fiżiċi ewlenin	4.3.1 L-użu ta' l-art fuq mapep u pjanti ; eżempji : il-pjanta/mappa tal-klassi il-pjanta/mappa ta' l-iskola	4.4.1 L-ilbies skond it-temp jew l-istaġun f'Malta
4.1.2 Nagħrfu nużaw xi strumenti li jkejlu t-temp: it-termometru, ir-rain-gauge, il-pinnur u l-anemometru	4.2.2 It-tibdil tal-pajsaġġ skond l-istaġuni	4.3.2 Pjanta aktar komplikata: il-pjanta tal-pjazza tar-raħal jew belt; it-toroq ewlenin li jwasslu għaliha; bini ewleni fiha jew qrib tagħha	4.4.2 L-ilbies skond il-klima (sħuna, temperata, kiesha)
4.1.3 Nifhmu eżempji ħfief ta' riżultati ta' kejl tat-temp; eżempji: minn 15° Ċelsius sa 0° Ċelsius tfisser kesħa; minn 25° Ċelsius 'il fuq tfisser sħana	4.2.3 Tibdil tal-pajsaġġ fuq medda .twila ta' snin	4.3.3 X'inhil Mappa eżempji : il-Mappa ta' Malta u Għawdex il-Mappa tal- Mediterran	4.4.3 It-tibdil li jseħħ mar-ritmu tal-ħajja: il-lejl u n-nhar, il-vaganzi, l-iskola
		4.3.4 Fuq il-Mappa ta' Malta, nimmarkaw: il-Belt Valletta ir-Rabat(Victoria) ir-raħal jew belt tagħna	4.4.4 Kif insebbħu l-ambjent ta' l-iskola: it-tiżjin fil-klassi u fl-iskola; il-fjuri fil-qasari jew fil-gnien ta' l-iskola
		4.4.5 Fuq il-mappa tal-Mediterran nimmarkaw bl-ikħal il-baħar, bl-isfar l-art	

		<p>4.4.6 Fuq il-mappa tal-Mediterran nimmkaw dawn il-pajjizi u l-bliet kapitali tagħhom:</p> <ol style="list-style-type: none">1. L-Alġerija2. Franza3. Il-Ġreċja4. L-Italja5. Il-Libja6. Malta7. Il-Portugal8. Spanja9. It-Tuneżija10. It-Turkija	
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4.1 JIEN U L-OHRAJN	4.2 KOMUNIKAZZJONI	4.3 JIEN U L-AMBJENT
4.1.1 It-tfal jagħrfu u jifhmu r-rwoli differenti fil-grupp	4.2.1 It-tfal jifhmu xi tfisser 'tikkomunika'	4.3.1 It-tfal jifhmu u jitgħallmu r-regoli ta' mgħiba u sigurta' fit-triq
4.1.2 Jagħrfu u jifhmu l-konflitti ta' rwoli fil-grupp	4.2.2 Jifhmu l-modi differenti ta' komunikazzjoni soċjali	4.3.2 Jifhmu l-aspetti soċjali tat-triq, eż. tlaqqagħna mal-girien, tfakkarna f' nies u grajjiet storici importanti
4.1.3 Jibdew jagħrfu u jifhmu r-rwoli differenti tan-nies fil-lokalita', fil-pajjiż, fl-Ewropa u fid-dinja	4.3.3 Jifhmu li komunikazzjoni timplika drittijiet u dmirijiet	4.3.3 Jagħrfu l-ambjent soċjali fi stazzjonijiet ċentrali tat-trasport u tal-komunikazzjoni
	4.3.4 Jifhmu kif il-mezzi ta' komunikazzjoni jressquna lejn l-oħrajn fil-lokalita', fil-pajjiż, fl-Ewropa, fid-dinja	4.3.4 Iwessgħu l-idea ta' ambjent ġeografiku u uman: il-lokalità, Malta, l-Ewropa, id-dinja

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TEMA	IKOLLHOM TAGHRIF DWAR IL-PASSAT	JIFHMU GHALA ĠARA HEKK FIL-QEDEM.	JIFHMU T-TIBDIL U L-KONTINWITA' FL-ISTORJA	L-UŻU TA' SORSI BL-INTERPRETAZZJONI TAGHHOM U L-IŻVILUPP TA' SENS TA' EMPATIJA.
4.1 Personalitajiet Maltin	Ikollhom tagħrif dwar dawn il-personalitajiet Maltin: Dun Mikiel Xerri u Dun Karm Psaila	Jifhmu l-importanza ta' dawn in-nies fl-istorja ta' Malta	Jifhmu l-effett li kellhom dawn in-nies fuq il-ħajja tan-nies ta' madwarhom	
4.2 Il-Miġja tan-Normanni f'Malta	Jingħataw tagħrif dwar il-miġja tan-Normanni hawn Malta	Jifhmu għala n-Normanni ġew biex jiehdu lil Malta taht idejhom	Jifhmu kif il-miġja tan-Normanni f'Malta kien stadju ieħor fit-tmexxija ta' pajjiżna minn mexxejja barranin differenti	Jippruvaw jempatizzaw kif hassew ruhhom il-Maltin wara l-miġja tan-Normanni
4.3 Il-Festi u d-drawwiet u t-tradizzjonijiet popolari Maltin marbuta mal-festi	Tagħrif dwar dawn il-festi u d-drawwiet u t-tradizzjonijiet marbuta magħhom	Jifhmu kif dawn it-tradizzjonijiet u drawwiet kienu importanti fil-ħajja tal-Maltin	Jifhmu kif dawn id-drawwiet antiki għadhom isiru sal-lum	Jipprattikaw xi wħud minn dawn id-drawwiet jew tradizzjonijiet u jimmaginaw kif setgħet kienet il-ħajja f'dawk iż-żminijiet imbiegħda
4.4 Il-Ħin Liberu	Ikollhom tagħrif dwar kif in-nies kienu jgħaddu l-ħin liberu tagħhom matul iż-żmien	Jifhmu għala n-nies fl-antik kellhom dawk il-passatempi	Jifhmu kif u għala l-mod kif in-nies kienu jgħaddu l-ħin liberu tagħhom tbiddel matul iż-żmien	Jidentifikaw minn sorsi viżwali jekk il-passatemp muri kienx jezisti fl-antik

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5.1 IT-TEMP U L-KLIMA	5.2 IL-PAJSAĠĠ U L-PROĊESSI FIŻIĊI	5.3 L-UŻU TA' L-ART U TAL-BAĦAR, RIŻORSI U TIBDIL	5.4 L-ISTILI TA' HAJJA U HARSJEN AMBJENTALI
5.1.1 It-Temp fi staġuni differenti f' Malta	5.2.1 L-effetti tat-temp estrem fuq il-pajsaġġ eż. nixfa u għargħar	5.3.1 Is-Sajd : Il-ħajja tas-sajjed u s-sajd għal-lampuki	5.4.1 It-tniġġis tal-baħar minn vapuri u mid-drenaġġ
5.1.2 Tqabbil u differenzi bejn il-klima tal-Gżejjer Maltin u naħa oħra fil-Mediterran bi klima differenti	5.2.2 L-effetti ta' l-ilma tal-wied (il-ħamla) fuq il-pajsaġġ Malti	5.3.2 L-Akwakultura	5.4.2 Is-sehem taġna biex inħarsu t-turiżmu
5.1.3 Il-klima tad-deżert kiesaħ u tad-deżert sħun	5.2.3 X'ikunu terremoti	5.3.3 It-Turiżmu: tipi ta' xogħol	
	5.2.4 Effetti tat-terremoti fuq il-pajsaġġ naturali u uman	5.3.4 It-Turiżmu: għalfejn jiġu t-turisti	

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5.1 JIEN U L-OHRAJN	5.2 KOMUNIKAZZJONI	5.3 JIEN U L-AMBJENT
5.1.1 It-tfal isahhu l-hila li jahdmu fi grupp	5.2.1 It-tfal juru attitudni u mgiba ta' rispettu u solidarjeta': il-bazi tal-komunikazzjoni	5.3.1 It-tfal jagħrfu u jifhmu l-modi differenti ta' mgiba fil-grupp
5.1.2 Jibdew jagħrfu li għandhom rwol fil-grupp	5.2.2 Jagħrfu l-elementi kulturali li jsahhu l-komunikazzjoni bejn in-nies tal-lokalita' tagħhom u fil-pajjiż	5.3.2 Jifhmu kif din l-imgiba tagħmel l-ambjent soċjali; jifhmu aħjar xi tfisser il-frazi 'ambjent soċjali'
5.1.3 Jibdew jagħrfu li r-rwol tagħhom hu marbut ma' rwoli ta' oħrajn fil-lokalita', fil-pajjiż, fid-dinja	5.2.3 Jagħrfu l-elementi komuni bejn Malta u l-Ewropa	5.3.3 Jaraw ir-rabta bejn l-ambjent naturali u l-ambjent uman/soċjali
	5.2.4 Jibdew jifhmu aktar l-opportunitajiet ta' komunikazzjoni bejn Malta u l-pajjiżi l-oħra ta' l-Unjoni Ewropea	5.3.4 Isiru konxji ta' l-interess ta' l-Unjoni Ewropea fl-ambjent fil-pajjiżi membri

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TEMA	IKOLLHOM TAGHRIF DWAR IL-PASSAT	JIFHMU GHALA ĠARA HEKK FIL-QEDEM	JIFHMU T-TIBDIL U L-KONTINWITA' FL-ISTORJA	L-UŻU TA' SORSI BL-INTERPRETAZZJONI TAGĦHOM U L-IŻVILUPP TA' SENS TA' EMPATIJA
5.1 Ir-raħal jew belt fejn noqgħod	Ikollhom tagħrif dwar il-qalba antika tar-raħal	Jifhmu kif ir-raħal żviluppa matul iż-żmien	Jifhmu li minkejja r-raħal tbiddel matul iż-żmien, il-karatteristiċi prinċipali baqgħu l-istess	Iżuru l-postijiet storiċi importanti li jinsabu fir-raħal
5.2 Il-bliet il-qodma Maltin	Ikollhom tagħrif dwar il-bliet il-qodma Maltin (L-Imdina, il-Birgu u ċ-Cittadella f'Għawdex) ; Ikunu jafu fuq l-postijiet ta' importanza storika li jinsabu f'dawn il-bliet	Jifhmu l-pożizzjoni strateġika tagħhom fil-passat u l-importanza tagħhom matul iż-żmien	Jifhmu dak li tbiddel u dak li baqa' l-istess f'dawn il-bliet	Ikollhom esperjenza personali ta' xi wahda minn dawn il-bliet u jipprovaw jimmaginaw kif setgħet kienet il-ħajja ta' l-individwi f'dak iż-żmien
5.3 Żmien il-fewdalizmu u l-irvell kontra Monroy	Ikollhom tagħrif kif Malta għaddiet taħt il-ħakma ta' Don Gonsalvo Monroy, l-irvell kontra tiegħu, il-ftehim li sar mill-kapijiet tal-Maltin mar-Re ta' Sqallija u l-isforzi tagħhom biex jingabru l-flus biex jifdu lil pajjiżhom	Jifhmu li dawn kienu żminijiet koroh għall-Maltin li dawn ma kellhom l-ebda drittijiet	Jifhmu kif din kienet parti mill-ġlieda twila li kellhom jagħmlu l-Maltin u li biż-żmien kellha twassal biex jiehdu t-tmexxija ta' pajjiżhom f'idejhom	Ikunu kapaċi jempatizzaw kif kienet il-ħajja tal-Maltin matul dak iż-żmien
5.4 L-iżvilupp tal-logħob Olimpiku minn żmien il-Griegi sa llum	Ikollhom tagħrif fuq min kien Pierre de Coubertin u fuq il-Logħob Olimpiku llum	Jifhmu minn fejn ġej il-bidu tal-Logħob Olimpiku, l-idejal ta' dan il-logħob u t-tifsira tal-bandiera Olimpika	Jifhmu x'tip ta' logħob kienu jagħmlu fl-imghoddi u kif il-logħob li jsir illum hu bbażat fuq id-dixxiplini ta' l-imghoddi	Permezz ta' sorsi viżwali jkunu kapaċi jidentifikaw kemm u kif tbiddel il-mod kif kienu jsiru l-kompetizzjonijiet f'Olimpijadi

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6.1 IT-TEMP U L-KLIMA	6.2 IL-PAJSAĠĠ U L-PROĊESSI FIŻIĊI	6.3 L-UŻU TA' L-ART U TAL-BAHAR, RIŻORSI U TIBDIL	6.4 L-ISTILI TA' HAJJA U HARSJEN AMBJENTALI
6.1.1 It-temperatura ta' l-arja f'Malta: il-kejl bl-użu tat-termometru	6.2.1 L-Arċipelagu Malti: il-Gżejjer Maltin u l-pożizzjoni tagħhom fil-Mediterran	6.3.1 Bliet, irhula jew inħawi Maltin: <ul style="list-style-type: none"> • Il-Belt Valletta • Il-Birgu • Il-Gudja • Ir-Rabat (Malta) • Iċ-Ċirkewwa • Victoria • Ix-Xlendi • Tas-Sliema • Bormla • Marsaxlokk • Il-Mellieħa • L-Imġarr(Għawdex) • Marsalforn 	6.4.1 Id-differenzi ewlenin bejn ħajja fil-kampanja u ħajja fl-ibliet Maltin
6.1.2 Ir-rappreżentazzjoni grafika tat-temperatura permezz ta' <i>line-graphs</i>	6.2.2 Il-pajsaġġ Malti: kif issawwar il-blat ta' Malta	6.3.2 Il-Biedja: Kif tinqasam il-biedja, jiġifieri xogħol fir-raba' u t-trobbija tal-bhejjem	6.4.2 Il-ħajja tal-bdiewa fil-kampanja Maltija
6.1.3 Ix-Xita: il-kejl ta' l-ammont ta' xita f'Malta permezz tar- <i>rain gauge</i> (pluvjometru)	6.2.3 Liema huma l-ħames saffi tal-blat	6.3.3 Xi problemi fix-xogħol tal-bidwi u tar-raħal	6.4.3 Tniġġis li jsir minħabba ċerti fabbriki
6.1.4 Ir-rappreżentazzjoni grafika bl-użu ta' <i>bar-graphs</i>	6.2.4 X'inhuma fossili u kif ġew fis-saffi tal-blat f'Malta	6.3.4 Razzett u qasam modern tal-biedja	6.4.4 X'ikun riċiklaġġ u ftit eżempji ta' kif jista' jsir (metalli, karta u ħġieġ)

6.1.5 Ir-rih: nagħrfu d-direzzjoni permezz tal-pinnur	6.2.5 It-tifsira elementari ta' l-ambjent fiżiku Malti: għoljiet, widien, irdumijiet bajjiet, għerien, dahliet	6.3.5 L-Oqsma Industrijali: tifsira	6.4.5 It-tniġġis ta' l-arja u t-traffiku
6.1.6 Ir-rih: il-Warda ta' l-Irjeh bil-Malti	6.2.6 Eżempju wiehed ta' kull karatteristika ġeografika msemmija f'6.2.3	6.3.6 Il-fabbriki: tifsira	6.4.6 Is-sigurtà fit-toroq u l-imġiba tagħna
6.1.7 Ir-rih: nagħrfu l-qawwa tar-rih permezz ta' l-anemometru	6.2.7 Il-Baħar Mediterran: it-tliet fethiet : il-Fliegu ta' Ġibiltà, il-Kanal tas-Swejz, id-Dardanelli	6.3.7 Il-fabbriki: importazzjoni ta' materja prima u esportazzjoni ta' prodotti lesti	
	6.2.8 Nagħrfu dawn il-gżejjer tal-Mediterran: <ul style="list-style-type: none"> • Il-Gżejjer Baleariċi • Korsika • Sqallija • Sardenja • Kreta • Ċipru 	6.3.8 Nagħrfu fejn huma tnejn minn dawn l-oqsma industrijali: <ul style="list-style-type: none"> • Ta' San Ġwann • Tal-Marsa • Ta' Kordin • Tar-Rikażli • Ta' l-Imrieħel • Ta' Hal Far • Ta' Bulebel • Tax-Xewkija 	
	6.2.9 L-Ibħra li jinfdu miegħu: il-Baħar l-Iswed, il-Baħar l-Aħmar, l-Oċean Atlantiku	6.3.9 Trasport fuq l-art: mezzi ta' trasport illum, bħal ma huma karożzi privati u mezzi pubbliċi jew kummerċjali bħal tal-linja, kowċis, taxis, minibuses, trakkijiet	
	6.2.10 Nagħrfu l-pajjiżi kollha li jmissu mal-Mediterran u ninkludu l-Portugal	6.3.10 Toroq moderni: <i>bypasses</i> , <i>flyovers</i>	

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6.1 JIEN U L-OHRAJN	6.2 KOMUNIKAZZJONI	6.3 JIEN U L-AMBJENT
6.1.1 Jagħrfu kif huma jagħmlu parti minn grupp u kif għandhom rwol fil-grupp	6.2.1 Jifhmu kif il-komunikazzjoni soċjali tgħin liċ-ċittadin jgħix f'aktar demokrazija	6.3.1 Jibdew jagħrfu u jifhmu kif is- soċjetà hi organizzata f'arrangamenti soċjali jew istituzzjonijiet
6.1.2 Juru ħiliet differenti meħtieġa għall-ħajja tal-grupp	6.2.2 Jifhmu kif id-demokrazija għaċ-ċittadin tissahħaħ b'komunikazzjoni effettiva u kif il-komunikazzjoni tgħin u ssaħħaħ il-ħajja taċ-ċittadin fis-soċjetà	6.3.2 Jagħrfu u jifhmu kif dawn l-istituzzjonijiet insibuhom f'Malta, fl-Ewropa u fid-dinja
6.2.2 Jibdew jifhmu kif is-sens ta' solidarjetà jagħmilna aktar qrib ta' l-oħrajn	6.2.3 Jesperimentaw bl-e-mail u l-Internet biex jikkomunikaw ma' tfal oħra fl-Ewropa u jsaħħu l-valuri ta' ħbiberija u solidarjetà	6.3.3 Jaraw l-Unjoni Ewropea bħala istituzzjoni li thares id-drittijiet tal-bniedem
		6.3.4 Ikunu jafu li l-Unjoni Ewropea għandha regoli (direttivi) fl-interess ta' l-ambjent

Studji Soċjali (L-Ambjent Storiku) - Miri ta' Tagħlim - Is-Sitt Sena

TEMA	IKOLLHOM TAGHRIF DWAR IL-PASSAT	JIFHMU GHALA ĠARA HEKK FIL-QEDEM	JIFHMU T-TIBDIL U L-KONTINWITÀ FL-ISTORJA	L-UŻU TA' SORSI BL-INTERPRETAZZJONI TAGHHOM U L-IŻVILUPP TA' SENS TA' EMPATIJA
6.1 Iż-Żmien Preistoriku u l-ewwel nies li għexu f'Malta	Ikunu jafu fuq l-ewwel nies f'Malta, ix-xogħol tagħhom u t-twemmin reliġjuż	Jifhmu għala Għar Dalam hu importanti fl-istudju tal-preistorja ta' Malta u l-vantaġġi li sab l-ewwel bniedem f'Malta	Jaraw u jifhmu kif il-bniedem bil-mod il-mod beda jagħmel progress kbir minn dak iż-żmien meta ma kellu l-ebda kumditajiet	Ikunu esposti għall-fdalijiet preistoriċi li nstabu, u jkunu jafu jinterpretaw dawn il-fdalijiet
6.2 Il-Miġja ta' San Pawl f'Malta	Ikunu jafu l-ġrajja tan-nawfragju ta' San Pawl	Jifhmu għala San Pawl kellu jagħmel dan il-vjaġġ u l-importanza għalina l-Maltin ta' din il-ġrajja	Jaraw kif din il-ġrajja għadha ħajja fostna billi Malta baqgħet thaddan it-twemmin Nisrani sal-lum	Ikunu konxji tal-postijiet marbuta mal-miġja ta' San Pawl f'Malta; jempatizzaw kif hassew ruħhom il-Maltin meta laqgħu fosthom lil San Pawl
6.3 L-Assedju l-Kbir ta' l-1565	Ikollhom tagħrif dwar il-fortifikazzjonijiet li kienu jeżistu f'Malta qabel l-Assedju l-Kbir. Ikunu jafu l-ġrajjet ewlenin ta' l-Assedju l-Kbir	Jifhmu għala t-Torok attakkaw lil Malta. Jifhmu d-diffikultajiet li kellhom iħabbtu wiċċhom magħhom iż-żewġ naħat	Janalizzaw x'kienet tfisser għal Malta u għall-Ordni ta' San Ġwann din ir-rebħa; ikunu konxji li dawn il-fortifikazzjonijiet għadhom wieqfa sal-ġurnata tal-lum	Jaraw u jifhmu l-fortifikazzjonijiet li kienu jeżistu minn pjanti u stampi
6.4 Il-bini tal-Belt Valletta	Ikunu jafu dwar il-preparamenti li saru minn qabel u dwar il-bini ta' din il-belt innifisha; ikunu jafu dwar ix-xogħol ta' l-arkitetti Laparelli u Ġlormu Cassar	Jifhmu għala nbiet din il-belt	Ikollhom tagħrif dwar il-bini importanti li hemm f'din il-belt li għadu jeżisti sal-lum Jifhmu u japprezzaw is-sbuħija ta' din il-belt.	Ikunu esposti għall-belt kapitali ta' pajjiżna jew bi zjara għal hemmhekk inkella permezz ta' varjetà kbira ta' sorsi viżwali.
6.5 Malta u t-Tieni Gwerra Dinjija	Ikollhom tagħrif dwar x'kien jiġri fil-gwerra u l-ghajnuna li waslet;	Jifhmu x'kienet tfisser din il-gwerra għal Malta; janalizzaw il-qagħda ta'	Jifhmu t-tibdil li sar fil-mentalità f'pajjiżna wara l-gwerra	Jaraw sorsi viżwali tas-sitwazzjoni li kienet tinsab fiha Malta u jinterpretaw kif

	ikunu jafu dwar l-ghotja tal- <i>George Cross</i> lil Malta u x'wassal għal din l-ghotja	Malta matul din il-gwerra		kienu jhossu ruħhom in-nies f'dak iż-żmien
6.6 Il-Jiem Nazzjonali ta' Malta.	Ikollhom tagħrif dwar il-jiem nazzjonali (Jum il-Vittorja, is- <i>'Sette Giugno'</i> , Jum l-Indipendenza, Jum ir-Repubblika u Jum il-Helsien)	Jifhmu x'wassal għal dawn il-kisbiet u janalizzaw l-importanza tal-grajjiet li l-Jiem Nazzjonali jirrapreżentaw	Jifhmu l-iżvilupp kostituzzjonali ta' Malta u t-tibdil u l-kontinwità li kien hemm matul iż-żmien	Jifhmu kif il-Maltin hassew irwiehhom f'dak iż-żmien u x'aspirazzjonijiet oħra kellhom

LEARNING OUTCOMES FOR TECHNOLOGY EDUCATION

THE TECHNOLOGY EDUCATION PROGRAMME

For Primary Schools

Rationale

Technology Education is about children developing design and making skills to make products that are useful, both to themselves and other people. It is an opportunity for children to be creative; and, to develop an understanding of the appropriateness of technological actions.

General Aims

Technology aims at encouraging children to be innovative, creative and productive. Through Technology Education, children will become increasingly aware of the **technological contribution made to both our culture and quality of life.**

The process to designing, making and evaluating is central to technology. It is a dynamic process where the elements of designing, making and evaluating overlap and do not occur in a pre-ordained or lock-step sequence. Children consider the resources, equipment and techniques that are relevant to the context in which they are working. They examine the context of a task or activity to determine needs and opportunities and to relate what is known to what might be done. They make, organise and modify techniques and products and communicate their plans to others. They evaluate technologies with which they have had no direct or first-hand experience and reflect on what has been done and how it can be improved.

Entitlement

All children are entitled to a technology programme matched to their **knowledge, understanding and previous experience** and will undertake at least a technology project* each term.

Activities (small tasks) leading to the project design and making components will involve children being taught the **relevant skills. Techniques and knowledge** required to undertake the project proper (big task) with increased confidence and understanding.

** the terminology project is generic and includes opportunities to investigate, disassemble and / or evaluate products in order to obtain knowledge that can be applied when designing and making models, artefacts, systems...including well planned educational excursions.*

Equal Opportunities and Special Needs

Activities both within and outside the classroom are to be planned in a way that encourage full and active participation by all children, irrespective of ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls. Activity planning should ensure that gender stereotyping is not reinforced in any way.

Cross Curricular Links

Technology Education draws upon **knowledge** and **skills** from all other areas of the curriculum, particularly Science, Maths and ART. Linking Science, Maths and the ARTs will provide children with opportunities to turn SMART*ideas* into SMART*technology* projects.

Furthermore, Technology Education contributes well to other areas of learning; especially through project work and theme link ups.

Planning

Wherever possible, Technology projects are to be planned within a school / year set up, to add increased relevance, relevance and wise management of resources.

Classroom Management

Children are encouraged to work as individuals, in pairs, in groups and also as a whole class when appropriate. It is important that the teacher identifies the most appropriate teaching strategy for a particular learning situation.

Safety

Only older children should have access to tools such as circle cutters and glue guns and they must be under direct adult supervision. A separate area should be set aside for the use of glue guns and instructions should be given to the whole class on their safe use.

Children should never use tools, which are designed for adult use only.

Direct safety instructions are to be given to children each time they undertake a technology activity.

Resources

Children should have opportunities to use quality resources that are appropriate to the project at hand, especially information technology in all its forms. Schools should ensure that resources are readily accessible to all children.

Children are also to be educated in the safe and considerate use of tools and resources, including care of consumables and materials that are not easy to store.

Assessment

Technology is...an activity, not a readily definable area of knowledge. When we say that a child is capable in technology education we envision one who is able to reflect while taking action and who can act on his or her reflections. As children demonstrate their capability, children will draw on a developing repertoire of skills and knowledge that includes designing skills, making skills, and knowledge and understanding of materials and components, of structures, and of existing products.

Kimbell (1997) stated that “design and technology activity is so integrative, that the approach to the assessment of pupil performance in this area should ideally be holistic” (p. 73). He wrote: “the assumption that it is possible to use small, clear discriminators as a means for assessment in design and technology is a snare and a delusion” (p. 37). According to Kimbell, teachers are at their most reliable when assessing holism and at their worst when assessing the bits. He suggests that there are two types of evidence available to any teacher when assessing technology education : transitory evidence and permanent evidence. Transitory evidence may be collected through teacher observation of children, as well as through teacher interaction with children. Permanent evidence may be collected (a) about the process of designing and making, and (b) about the final product submitted by the child. There is an emerging consensus that the most appropriate form of permanent evidence for the assessment of a child’s capability with the *process* of technology is through the use of a design portfolio.

Kimbell, R. (1997). *Assessing technology: International trends in curriculum and assessment* . Buckingham, UK: Open University.

Primary Solutions in Design and Technology

Design and making fridge magnets is one of 24 innovative units created specially for the primary school environment by the Nuffield Primary Design and Technology Project. They cover working with food, fabric as well as simple control technology and software.

The approach and structure of the units has been validated by a comprehensive, in-depth and independent evaluation carried out by Patricia Murphy and her research team at the Open University.

You may wish to visit the site at www.primarydandt.org.uk for more information as well as for downloading all or those units that are appropriate for your children.

Technology Education – Learning Outcomes for Year 1

1.1 MATERIALS	1.2 DESIGNING SKILLS	1.3 MAKING SKILLS	1.4 KNOWLEDGE & UNDERSTANDING
<p>Children are encouraged to:</p> <p>1.1.1 Observe a range of materials such as paper, cardboard etc and also use reclaimed material such as plastic bottles and fabrics.</p>	<p>Children are encouraged to:</p> <p>1.2.1 Develop basic understanding of a design process</p>	<p>Children are encouraged to:</p> <p>1.3.1 Assemble and join materials.</p>	<p>Children are encouraged to:</p> <p>1.4.1 Construct patterns and structures.</p>

Technology Education – Learning Outcomes for Year 2

2.1 MATERIALS	2.2 DESIGNING SKILLS:	2.3 MAKING SKILLS	2.4 KNOWLEDGE & UNDERSTANDING
<p>Children are encouraged to:</p> <p>2.1.1 Use construction kits and reclaimed material.</p>	<p>Children are encouraged to:</p> <p>2.2.1 Clarify ideas through communication.</p> <p>2.2.2 Develop their ideas through handling and using materials</p>	<p>Children are encouraged to:</p> <p>2.3.1 Assemble / dissemble, join and combine materials and components.</p>	<p>Children are encouraged to:</p> <p>2.4.1 Construct structures, and make them more stable.</p> <p>2.4.2 Find out how simple products function by providing opportunities to investigate and disassemble things.</p>

Technology Education – Learning Outcomes for Year 3

3.1 MATERIALS	3.2 DESIGNING SKILLS	3.3 MAKING SKILLS	3.4 KNOWLEDGE & UNDERSTANDING
<p>Children are encouraged to:</p> <p>3.1.1 Use materials, including: sheet materials eg paper, cardboard; and foods products.</p>	<p>Children are encouraged to:</p> <p>3.2.1 Generate ideas based on previous knowledge</p> <p>3.2.2 Develop and communicate design ideas through <i>freehand</i> drawing and modelling</p> <p>3.2.3 Follow simple task procedures</p> <p>3.2.4 Evaluate their own ideas</p>	<p>Children are encouraged to:</p> <p>3.3.1 Select tools, materials and techniques</p> <p>3.3.2 Measure, mark out cut and shape (teacher assisted)</p> <p>3.3.3 Apply simple finishing techniques</p>	<p>Children are encouraged to:</p> <p>3.4.1 Recognise how materials and components are used to meet people’s needs</p> <p>3.4.2 Acquire basic knowledge of health and safety both as consumers and when working with various materials and components</p> <p>3.4.3 Use appropriate vocabulary for naming and describing tools and materials they use.</p>

Technology Education – Learning Outcomes for Year 4

4.1 MATERIALS	4.2 DESIGNING SKILLS	4.3 MAKING SKILLS	4.4 KNOWLEDGE & UNDERSTANDING
<p>Children are encouraged to:</p> <p>4.1.1 use stiff and flexible sheet materials, framework materials and fabric</p>	<p>Children are encouraged to:</p> <p>4.2.1 understand that design briefs can be used to pose a challenge;</p> <p>4.2.2 refine ideas and suggest ways forward on how to design and make a product</p>	<p>Children are encouraged to:</p> <p>4.3.1 select appropriate materials, tools and techniques</p> <p>4.3.2 measure, mark out and cut materials</p> <p>4.3.3 join and combine materials as required</p>	<p>Children are encouraged to:</p> <p>4.4.1 develop knowledge of the characteristics and uses of some common materials. Consider effectiveness of the product</p> <p>4.4.2 consider whether the end product meets a clear need and is therefore fit for its purpose</p> <p>4.4.3 use resources appropriately</p>

Technology Education – Learning Outcomes for Year 5

5.1 MATERIALS	5.2 DESIGNING SKILLS	5.3 MAKING SKILLS	5.4 KNOWLEDGE & UNDERSTANDING
<p><i>Children are encouraged to:</i></p> <p>5.1.1 Use mechanical components and construction kits</p>	<p><i>Children are encouraged to:</i></p> <p>5.2.2 use secondary sources to help in their designing especially information technology</p> <p>5.2.3 consider use and purpose when generating designs for their project</p>	<p><i>Children are encouraged to:</i></p> <p>5.3.1 develop clear ideas of what has to be done</p> <p>5.3.2 plan how to proceed to make a product</p>	<p><i>Children are encouraged to:</i></p> <p>5.4.1 know that different materials have different properties and relate this to the way they may be used</p> <p>5.4.2 know that materials can be combined and mixed to create more useful properties</p> <p>5.4.3 recognise that simple mechanisms can be used to produce different types of movement and structures.</p>

Technology Education – Learning Outcomes for Year 6

6.1 MATERIALS	6.2 DESIGNING SKILLS	6.3 MAKING SKILLS	6.4 KNOWLEDGE & UNDERSTANDING
<p><i>Children are encouraged to use:</i></p> <p>6.1.1 various range of materials; electrical / electronic components</p>	<p><i>Children are encouraged to:</i></p> <p>6.2.1 consider appearance, function, safety and reliability in their design</p> <p>6.2.2 evaluate their own work and that of others</p>	<p><i>Children are encouraged to:</i></p> <p>6.3.1 suggest alternative methods of making if first attempts fails</p> <p>6.3.2 implement improvements when making products</p>	<p><i>Children are encouraged to:</i></p> <p>6.4.1 learn how simple products with mechanical and electrical components function</p> <p>6.4.2 recognise how simple electrical circuits can be used in project work</p> <p>6.4.3 recognise techniques for reinforcing and strengthening structures</p> <p>6.4.4 distinguish between how well a product was made and how well it was designed</p> <p>6.4.5 further their knowledge of health and safety both as consumers and when working with various materials and components</p>