

Learning Outcomes – Level 3

Learning Outcome:

1) Children who develop a strong sense of identity

Related Achievements:

→ 1.1 Children who develop in a safe, secure environment which they can trust.

1. I show comfort in the company of familiar peers and adults.
2. I respond positively to new people in a familiar environment.
3. I engage enthusiastically with new challenges in all areas of development when I feel safe.
4. I feel that I belong in this setting e.g. I can name the people around me, I know where things are placed.
5. I participate in daily routines e.g. I hang up my jacket and bag when I arrive at school.
6. I can talk about myself e.g. my likes and dislikes, my family and friends, daily experiences.
7. I am aware that I am accepted in the group and I feel loved.
8. I can approach familiar adults when I need help knowing that I will be listened to.

Related Achievements:

→ 1.2 Children who develop a sense of independence and autonomy.

1. I can complete a task independently.
2. I am confident to initiate play and other activities.
3. I invite others to play with me.
4. I can name the things that I am good at.
5. I explore opportunities to test my abilities e.g. caring for a pet/plant, catching a ball, drawing a picture.
6. I know that there are consequences if I do not respect the rules.
7. I look after the resources available in my setting.
8. I make good use of resources to complete given tasks.

Related Achievements:

→ 1.3 Children who become responsible and resilient in the face of challenges.

1. I do not give up in the face of challenges but explore different solutions.

Learning Outcomes – Level 3

Learning Outcome:

2) Children who have a positive self-image

Related Achievements:

→ 2.1 Children who believe in themselves fully aware of their potential and capabilities.

1. I interpret my ideas creatively e.g. through art, music, movement, play.
2. I approach new situations positively and with confidence.
3. I explore my immediate environment using different approaches.
4. I use various methods to solve challenging situations.

Related Achievements:

→ 2.2 Children who gain confidence in themselves and their achievements.

1. I understand that I can learn from my mistakes.
2. I am prepared to try things out.

Related Achievements:

→ 2.3 Children who develop positive attitudes which enable them to take the initiative and become risk-takers.

1. I am confident taking the lead in activities.
2. I am clear about my preferred activities and am able to make my own choices.
3. I make an effort to solve challenges I encounter myself before asking for support.
4. I exercise self-help skills independently.

Learning Outcomes – Level 3

Learning Outcome:

3) Children are socially adept

Related Achievements:

→ 3.1 Children who are capable of establishing relationships with others.

1. I actively interact with others in games and activities.
2. I understand I need to negotiate with others about shared activities and act accordingly.
3. I regulate my own behaviour to ensure cooperation and good communication.
4. I take turns and share ideas when working collaboratively in a group.
5. I respond positively to others.
6. I express my ideas in matters that affect me.
7. I practice a variety of ways to include others.

Related Achievements:

→ 3.2 Children who develop empathy, respect and acceptance of different points of view.

1. I show interest in others and their needs.
2. I am able to express my opinion and listen to the opinions of others.
3. I respond appropriately to the behaviours of others with guidance.
4. I am able to repair disagreements with my friends with some intervention.

Related Achievements:

→ 3.3 Children who develop an awareness of the notions of fairness, a sense of justice and non-preferential treatment.

1. I take up opportunities to give my opinion re decision making in my setting.
2. I recognise unfair behaviour and I am able to express myself about it.
3. I am aware that others have rights and duties too.

Related Achievements:

→ 3.4 Children who learn to collaborate with peers and adults with diverse backgrounds and needs.

1. I collaborate with all children irrespective of their diverse backgrounds.
2. I treat peers and adults around me with respect.
3. I react in positive ways to others irrespective of their diverse backgrounds and needs.
4. I engage in school and cultural events in a positive way.

Learning Outcomes – Level 3

Learning Outcome:

1/4

4) Children who are effective communicators

Related Achievements:

→ **4.1 Children who are capable of using different forms of media for communication.**

The learning outcomes identified in this section assume that children are experiencing a balanced literacy programme based on the Literacy Strategy For All in Malta and Gozo, (Ministry for Education and Employment, 2014) and A Language Policy for the Early Years in Malta and Gozo (White Paper, Ministry for Education and Employment, 2015)

L1 – refers to mother language, L2 – refers to second language.

1. I can communicate independently and initiate a conversation verbally in L1 and L2.
2. I listen attentively and respond appropriately in L1 and L2.
3. I speak fluently in L1 using a broad sequenced narrative.
4. I show increasing knowledge and skill in using a range of media (e.g. pictures, printed material) to convey meaning.
5. I understand and use increasingly advanced and varied vocabulary.
6. I actively participate in shared reading.
7. I can tell a story.

Learning Outcomes – Level 3

Learning Outcome:

2/4

4) Children who are effective communicators

Related Achievements:

→ 4.2 Children who interact and engage with varieties of text and printed material increasing their awareness of purposes/functions.

1. I can choose a book that appeals to my interest and look at it independently.
2. I listen attentively to stories being read or narrated in L1 and L2.
3. I respond with relevant comments and questions related to a variety of text.
4. I retell stories or information from books through conversation, art work, creative movement, drama, emergent writing, etc.
5. I predict what will happen in a story.
6. I understand that print carries meaning.
7. I understand that pictures can tell a story.
8. I understand that there is a wide variety of print in the environment.
9. I identify labels and signs in the environment.
10. I understand that spoken language can be written down.
11. I understand that thoughts and ideas can be represented through words, pictures and images.
12. I begin to understand the letter and sound relationship in Maltese.
13. I understand that print is organised from left to right.
14. I can make a variety of marks and scribbles.
15. I can make basic graphic representations to express my ideas for a particular purpose e.g. scribbles and drawings.

Learning Outcomes – Level 3

Learning Outcome:

3/4

4) Children who are effective communicators

Related Achievements:

→ 4.3 Children who are familiar with symbols and patterns and their use.

1. I use symbols in play to represent ideas e.g. using a bowl as a helmet, using a marker as a microphone.
2. I recognise basic colours.
3. I understand basic concepts of shapes, numbers and patterns.
4. I can discriminate between different sounds in my environment.
5. I have learnt to see symbols as a means of representation e.g. numbers, letters, signs.
6. I listen and respond to sounds and patterns (in speech, stories, rhymes and songs).

Related Achievements:

→ 4.4 Children who are aware of different language systems, notably L1 and L2.

1. I can use L1 to achieve my communicative goals.
2. I recite a selection of songs, rhymes and stories in L1 and L2.
3. I can tell the difference between words in L1 and L2.
4. I can use different languages (L1, L2, sign language, pictures or gestures) to communicate with different people and in different situations.

Learning Outcomes – Level 3

Learning Outcome:

4/4

4) Children who are effective communicators

Related Achievements:

→ 4.5 **Children who engage with digital literacy as a means of retrieving data as well as representing and communicating ideas.**

1. I am comfortable using everyday technology e.g. Interactive White Board, touch screen, robot.
2. I can use some computer programs to develop early mark making and create digital drawings.
3. I can follow the flow of stories and information across multiple modalities e.g. visually, auditory, sensory.
4. I can use a camera to record my experiences and the world around me.

Related Achievements:

→ 4.6 **Children who are versatile with the use of numbers, data handling, shapes and measurement and print in context as a means of production of knowledge and information as well as meaning making and comprehension.**

1. I understand that numerals are symbols used for quantities.
2. I understand that letters represent sounds.
3. I can sort, match, compare and contrast, classify and seriate a wide variety of objects during play.
4. I can recognise and name numbers, describe size, length, volume and capacity.

Learning Outcomes – Level 3

Learning Outcome:

5) Children who nurture positive attitudes towards learning and become engaged and confident learners

Related Achievements:

→ **5.1 Children who develop a range of cognitive skills to include labelling/identifying, recognition, sorting, hypothesising, predicting, comparing, sequencing and grouping.**

1. I can identify similarities and differences between two or more objects e.g. using oranges and apples to find pairs, spot the difference, odd one out, what's wrong.
2. I can predict and think logically, make assumptions and hypothesize, ask questions and reply to open-ended questions.
3. I can make connections between experiences, concepts and processes.

Related Achievements:

→ **5.2 Children who develop positive dispositions to include enthusiasm and motivation, curiosity, questioning, concentration, perseverance, imagination, ability to accept alternative suggestions/ criticism.**

1. I show a positive disposition towards learning, am curious and enthusiastic in my learning.
2. I use play to investigate, imagine and explore ideas.
3. I persist in the face of challenge.
4. I am motivated to peruse my interests with enthusiasm and seek answers to my questions.
5. I take risks and learn from mistakes to reach my goals.
6. I can follow and extend my interest with enthusiasm and concentration.

Related Achievements:

→ **5.3 Children who broaden knowledge and reinforce their understanding through availability of and access to various sources of information.**

1. I can broaden my knowledge through enquiry and discovery.
2. I can make connections between the experiences and understandings to make sense of the world around me.
3. I can manipulate resources to investigate, take apart, assemble, invent and construct.
4. I can respond creatively to a variety of stimuli.
5. I can demonstrate interest in the larger world beyond my immediate environment.
6. I can express and communicate ideas, thoughts and feelings through the expressive arts (music, drama, movement and art and design).

Learning Outcomes – Level 3

Learning Outcome:

6) Children who develop appropriate physical skills

Related Achievements:

→ 6.1 Children who develop control and coordination of larger movements.

(developed by Education Officers, Early Years following consultation with KGEs - February 2018)

1. I can throw an object overarm whilst standing, e.g. a ball, a bean bag.
2. I can kick a ball forward.
3. I can catch an object with both hands, e.g. a medium sized balloon, ball.
4. I can move around with control and coordination.
5. I can balance well on each foot for a few seconds.
6. I can go up and down the stairs, independently, one foot per step.
7. I can ride and steer a wheeled vehicle using pedals.

Related Achievements:

→ 6.2 Children who develop control and coordination of smaller movements.

(developed by Education Officers, Early Years following consultation with KGEs - February 2018)

1. I can thread objects, e.g. pasta, beads, small rings onto dowel rods, string, etc.
2. I can build a tower independently, e.g. using 8, 9, 10 cubes.
3. I can manipulate a pair of scissors to cut various materials, e.g. playdough, straws, paper.
4. I have developed the use of a dominant hand.
5. I can hold a marking tool using the correct tripod grasp, e.g. paint brush, crayon, pencil.
6. I can draw recognisable symbols e.g. numbers, letters, shapes.
7. I can make creative representations of experiences, stories and events, e.g. drawings, paintings, collages.