

Learning Outcomes – Levels 1 & 2

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 can respond positively to warm interactions.
2. I can initiate communication through a range of actions e.g. through eye contact, vocalization and other communicative sounds, one word utterances, simple sentences, etc.
3. I show that I am comfortable in the company of familiar peers and adults.
4. I feel safe and confident to explore my environment.
5. I participate in activities and interactions in the setting I am in.
6. I respond to being called by my name.
7. I am attached to my primary caregiver and I show signs of preference for this person over others.
8. I can indicate and express needs using gestures.
9. I can indicate and express needs using words.
10. I can indicate and express how I am feeling.

Related Achievements:

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

1. I am confident to initiate play.
2. I can indicate my preferences for people and activities.
3. I feel confident to explore new experiences in a supervised environment.
4. I can predict routines within my environment and willingly participate.
5. I become increasingly independent with dressing myself.
6. I become increasingly independent with feeding myself.

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 keep on trying to achieve my goals.
2. I make repeated attempts to achieve my goals.

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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 approach new situations with interest and confidence.
2. I show interest in my immediate and wider environment.
3. I am confident in taking up opportunities to be creative and imaginative.
4. I apply problem solving thinking in challenging situations.

Related Achievements:

→ 2.2 Children who develop positive attitudes which enable them to take the initiative and become risk- takers.

1. I am competent and confident to ask questions and make discoveries.
2. I am motivated to engage with a range of learning opportunities present in my environment.

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Learning Outcome:

3) Children are socially adept

Related Achievements:

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

1. I enjoy being with familiar others.
2. I respond positively to others' attempt to engage with me e.g. through body language such as eye contact, facial expressions, vocalizations etc.
3. I can seek attention in a variety of appropriate ways.
4. I can take turns in interactions.
5. I can collaborate to achieve shared goals during play.
6. I seek out others to share experiences.

Related Achievements:

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

1. I respond positively to the feelings and wishes of others.
2. I am caring and show concern towards others.
3. I start to demonstrate awareness of the rights of others.
4. I am interested in other people and their stories.
5. I show a sense of fairness and respect towards others.
6. I listen to others' ideas and respect their contributions.

Related Achievements:

→ 3.3 Children who learn to collaborate with peers and adults with diverse backgrounds and needs

1. I enjoy listening to multicultural music and stories.
2. I react in positive ways to my peer's ethnic, religious and other differences.
3. I invite all peers to join in my play irrespective of their backgrounds.

Learning Outcomes – Levels 1 & 2

Learning Outcome:

1/2

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).

1. I respond to interactions with a repertoire of communicative acts e.g. gestures, vocalization and other verbal means.
2. I enjoy listening to and making music.
3. I can explore and engage with digital devices and their communicative functions.
4. I join in rhymes, songs, poems, and jingles.

Related Achievements:

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

1. I have discovered the joy of books and other printed material, including popular culture.
2. I show interest in books and print in my environment.
3. I handle books and printed material with care.
4. I ask for stories to be read and read again.
5. I relate to favourite stories and rhymes e.g. repeating actions, words or phrases.
6. I handle books appropriately e.g. holding book right way up, turning pages, pointing and naming some pictures.

Related Achievements:

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

1. I use symbolic gestures with meaning e.g. pointing, wave goodbye, blow a kiss.
2. I make marks with different materials e.g. crayons, finger paint.
3. I recognise my own name on personal belongings.
4. I am aware of symbols/print in the environment around me.
5. I use symbols in play to convey meaning e.g. pretend to write name in a card.
6. I notice and predict the patterns of regular routines and the passing of time e.g. mealtimes, home time.

Learning Outcomes – Levels 1 & 2

Learning Outcome:

2/2

4) Children who are effective communicators

Related Achievements:

→ 4.4 **Children who are aware of different language systems, notably L1 (first language) and L2 (second language).**

1. I show progressive engagement in nursery rhymes and songs in L1 and L2.
2. I recite nursery rhymes and songs in L1 and L2.
3. I listen to and understand simple stories in L1.
4. I hold simple conversations in L1.
5. I listen to and begin to understand simple stories in L2, especially when accompanied by pictures.

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 engage with interactive toys and digital media.
2. I can use technology around me e.g. press buttons, use remote controls.

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 become aware of number names through action rhymes and songs.
2. I sort objects into simple categories e.g. shape, size or colour.
3. I organise objects by similar characteristics e.g. line up cars, dolls, blocks.
4. I relate to numbers in conversation, rhymes and stories.
5. I explore and use numbers in meaningful activities e.g. concept of number, value.
6. I understand simple concepts e.g. shape and size.

Learning Outcomes – Levels 1 & 2

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 explore associations and cause-and-effect e.g. cry and get picked up, banging, rattling, and dropping objects.
2. I remember and anticipate simple sequences e.g. Jack in the box that jumps up at the end of the story.
3. I recognise and name common objects.
4. I understand a simple sequence e.g. nest boxes, stacking rings/cups.
5. I can predict the outcome of regularly occurring actions and events e.g. a knock on the door followed by somebody enters.
6. I classify and sort objects by size, shape, texture and function e.g. putting blocks of the same size together.