



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

**CURRICULUM FOR
THE LOWER PRIMARY PHASE**

ENGLISH VERSION

GRADES 1-4

**For Implementation
2005 – Grades 1 and 2
2006 – Grades 3 and 4**



2005

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Published by the National Institute for Educational Development (NIED)
Ministry of Education
Private Bag 2034
Okahandja
Namibia

Published 2005

ISBN 99916-69-08-6

Printed by ?????????????????????????????????????/

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FOREWORD

IMPROVING THE QUALITY OF EDUCATION

As a contribution to improving the quality of education, the Lower Primary curriculum (Grades 1-4) has been revised. The revision is based on the experience gained following the implementation of the first cycle of curriculum reform, feedback from a variety of stakeholders, and curriculum research and evaluation. The main features of this revised version are:

- clearer descriptions of competencies and learning outcomes
- a simplified structure for the phase as a whole
- a more integrated and manageable curriculum
- greater consistency with a learner-centred approach to teaching and learning.

THE PROCESS OF REVISION

The revision was carried out by a national curriculum working group for Lower Primary education, facilitated by the National Institute for Education Development (NIED). The conceptual framework for learner-centred education in the Namibian context was used as a theoretical foundation for the revision. A scope and sequence competency matrix comprising competencies to be achieved in each subject at each grade, was devised and refined. The syllabuses were then analysed, revised and updated using the competency matrix. The structure of the phase as a whole was streamlined and made more consistent internally. Statements of learning outcomes for the phase as a whole were added; these sum up the overall intended outcomes for all learners in each main learning area.

A CURRICULUM FOR ALL

The aim of the revision is to provide quality education for all learners at the Lower Primary level. Smaller separate subjects have been integrated where they belong in main areas of learning. This makes the curriculum as a whole more holistic for the learner and more manageable for the teacher. Specifying competencies to be achieved gives direction for planning teaching/learning processes, and clarity about what has to be assessed. The statements of learning outcomes make it clear to parents as well as teachers what to expect by the end of the Lower Primary phase.

THE CURRICULUM IS ONLY ONE PART

The curriculum document is a framework for, a guide to, and a statement of, intended learning. Quality education can only be achieved if the teaching, the textbooks and materials, and the everyday life of the school are also imbued through and through by quality. The curriculum is only one of several contributions to quality education, and its implementation is crucial for all our learners to achieve optimally in this phase the foundation for their further learning. To a very large degree, their success lies in the hearts, minds and hands of the teacher.

I wish everyone involved success in this great venture.

Nangolo Mbumba
Minister of Education



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

SYLLABUS

CURRICULUM OVERVIEW

ENGLISH VERSION

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2005

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NOTE

This curriculum overview is of the revised curriculum and syllabuses for Grades 1-4, the Lower Primary Phase of Primary Education. The revised syllabuses are being phased in as follows:

2005: Grades 1 and 2

2006: Grades 3 and 4

The revised syllabuses replace all previous syllabuses for Grades 1 and 2 from 2005, and all previous syllabuses for Grades 3 and 4 from 2006. School timetabling and work allocation must be adjusted accordingly.

1. THE PURPOSE AND OUTCOMES OF THE LOWER PRIMARY PHASE

The Lower Primary Phase of formal education covers the first four years of primary education. The purpose of these first four years is to lay a solid foundation for learning throughout the formal education system, which in turn will prepare for full participation in society as a young adult, and in further training, studies and work. If the foundation which is laid in these four years is good, the learner will be well prepared to continue learning. Establishing self-confidence and self-worth through personal and social development is essential during this phase. All learning must promote the growth and development of each learner as an individual and as a member of the school and society.

In order to create good social relationships, stability, and continuity for the learners, the class teacher ideally teaches all subjects in this phase and, where teachers are well trained and experienced, may follow the same class all the way through from Grade 1 to the end of Grade 4. In this way the teacher will get to know each learner individually and follow their development throughout the phase, as well as gaining an overview of the learning processes throughout the whole phase and what learning outcomes will be the result.

Literacy, numeracy, and broad knowledge as life skills

The focus of the Lower Primary Phase is primarily on three areas: literacy, numeracy, and broad knowledge of the immediate environment of the learner. It takes a longer period of effective quality schooling in a text-poor environment as in Namibia to ensure that irreversible literacy and numeracy are attained. The Lower Primary Phase is only the start of developing these two essential skills for life.

Literacy and numeracy can only become functional life skills when applied to the world around us: they are not meaningful as abstract skills. Environmental Studies and Religious and Moral Education provide broader knowledge from which, together with the learners' own experience and previous knowledge, the substance of literacy and numeracy is drawn. They also provide the learner with life skills in understanding the world around them. The themes and topics of Environmental Studies provide content areas for the whole curriculum.

Broader knowledge is also ensured through Arts and Physical Education. Arts at this level are important not only for the opportunity to engage learners' natural ways of learning and creativity, but also to start enriching their means of communication by developing literacies other than functional reading and writing skills. They should also be able to interpret and express their ideas and feelings about the world around them. Physical Education can strengthen self-awareness, a positive attitude to one's body, co-operation and healthy competition, all of which feed into other learning and developmental processes. Arts and Physical Education both build on local culture, games and sports respectively, and bring a wider knowledge of these to the learners as well.

In the context of the HIV and AIDS pandemic, special attention must be given to developing the overall personal and social skills and the specific health skills and knowledge which are necessary for the prevention of HIV and AIDS. This is the most important priority for the new generations, who are the

Window of Hope. The HIV and AIDS pandemic brought urgency and new meaning to Life Skills.

Language

Developing the learner's language is the most fundamental aspect of the Lower Primary Phase. Language (including Braille for the blind and sign language for the deaf) is the key to understanding. Learning is best achieved through the medium of the mother tongue of the learner. The Language Policy states that the mother tongue should be the medium of instruction throughout the first three years, with a transition to English Second Language starting in the fourth year. In addition, all learners should take their mother tongue as a subject from Grade 1. In multi-lingual schools, classes should be grouped according to mother tongue as far as possible during this phase, to facilitate the use of the mother tongue as medium of instruction. Where this is not possible at all, the locally most spoken language should be used as medium of instruction, and classes streamed and timetabled according to mother tongue for the language subject at first language level. English as a Second Language is a subject from Grade 1 and in Grade 4 English gradually becomes the medium of instruction, supported by the mother tongue. Grade 4 is largely a consolidation year to ensure that all learners reach the outcomes of the Lower Primary Phase, and can continue learning through the medium of English.

Language in education is not only a question of the medium of instruction and language subjects, but of how the learner's appreciation, understanding and use of language are developed. In the Lower Primary Phase in particular, it is important to build on what the learners already know and can say, and to be supportive of their attempts to express themselves, to find new words, or new ways of saying things. Varied teaching methods should be used to create a language-rich oral environment by facilitating the learners in sharing ideas, thinking aloud, suggesting hypotheses, guessing, explaining, asking different types of questions, talking to each other to solve problems, using rhymes, poems and nonsense verse, jokes and anecdotes, storytelling, reading aloud, and presenting their work to the class. The classroom should be a print-rich environment with annotated charts and posters and the learner's own work, and easy access to a wide range of readers and other reading material. When starting writing, the emphasis should be on encouraging the learners to write and making them eager writers, rather than over-emphasising correctness in spelling or grammar. Greater demands on correctness can be introduced later if and when needed, if exposure to correct examples and self-correction are not sufficient.

Learning Outcomes

The general statements below in this section are **Learning Outcomes**, i.e. what the outcomes of the first four years of formal basic education will be for all learners, given a conducive and adequately resourced learning environment. Each of the learning outcomes is made up of several **Basic Competencies** where the learners have demonstrated what they know, understand and can do. Most learners will be able to demonstrate all the basic competencies by the end of Grade 4, but their profiles will be individually different: some will be stronger than others in different areas of learning or in differ-

ent types of basic competency. A few learners will excel in many of them, and similarly a few learners may not be able to demonstrate many basic competencies, or a sure level of competence. The Learning Outcomes are stated in general terms in order to sum up what the overall outcome will be, at the same time allowing for the wide range of individual variations in competency profiles.

The Basic Competencies identified for this phase are important, and if not achieved by the end of Grade 4, the learner will have considerable difficulties in going on through the next phase of education. Every learner develops in his/her own way and pace, and therefore each learner's development in these basic competencies must be followed especially closely throughout the four years. If learners are not progressing in the basic competency areas during each year, more time must be given in class to reinforcing their learning through greater individual attention, using a variety of approaches, methods and materials.

During Grade 4, with the transition to English as a medium of instruction, concepts, explanations and instructions should be repeated in the first language wherever necessary to ensure that all the learners understand the concepts, and what they are to do in class and as homework. If a learner has not achieved the Basic Competencies by the end of Grade 4, s/he should be allowed to repeat Grade 4 once and be given extra attention, before going on to Grade 5.

Learning Outcomes

- **Language**

First Language: On completing Grade 4, the learners can express themselves well orally, read appropriate texts, and write reasonably correctly for their everyday purposes, in their mother tongue (or where mother tongue is not possible, in their locally most spoken language).

English Second Language: on completing Grade 4, the learners can understand, speak, read and write English as a Second Language well enough within a limited range to continue learning through the medium of English in the next phase.

- **Mathematics**

On completing Grade 4, the learners can solve simple problems in everyday contexts by adding, subtracting, multiplying and dividing, estimating and measuring, within a limited number range.

- **Environmental Studies**

On completing Grade 4, the learners can look after their own basic health and nutrition, interact positively in the social environment, and act responsibly towards the natural environment.

- **Arts**

On completing Grade 4, the learners can participate freely in creative activities, express themselves through art forms, and appreciate what others communicate through the arts.

- **Physical Education**

On completing Grade 4, the learners can participate to the best of their ability in a variety of games, sports, and physical activities.

- **Religious and Moral Education**

On completing Grade 4, the learners have a basic understanding of their own beliefs, are tolerant of others', and share common positive values.

2. THE STRUCTURE OF THE LOWER PRIMARY PHASE

The table at the top of the next page provides an overview of the structure of the Lower Primary Phase.

Organisation of Learning in terms of Time Allocation

The period allocation is an indication of the overall time in a five-day timetable which the various subject areas will need under optimal circumstances. It does not imply that subjects should be rigidly timetabled or that timetabling should be done on a period-by-period basis. Rather, time should be used flexibly according to the nature of the intended learning and the tasks involved, as well as the learners' absorption in what they are doing. Also, in a more integrated thematic web approach, it is not productive to divide up time allocation between the various subjects drawn in around the theme. The important thing is that sufficient time is given for the learners to achieve the competencies in each subject area, over a term or year.

Period Allocation for the Lower Primary Phase

Subject	Grade			
	1	2	3	4
First Language	10	10	9	9
English Second Language	5	5	9	9
Mathematics	8	8	9	9
Environmental Studies	3	3	5	5
Arts	2	2	3	3
Religious and Moral Education	2	2	2	2
Physical Education	2	2	2	2
Total	32	32	39	39

The Organisation of Knowledge in the Lower Primary Phase

The revised curriculum is more streamlined than before, in order to make it more manageable. Topics and basic competencies in smaller subjects which support learning in general or in subject-specific skills, have been integrated where they logically belong in the five main areas of learning. This will ensure both that they are taught and that they occur in an appropriate context. Where there was unnecessary duplication between subjects previously, themes or topics have been placed where they primarily belong, given the rationale and principles for each area of learning. The structure of each

LANGUAGE	MATHEMATICS	THE SOCIAL AND NATURAL ENVIRONMENT	ARTS	GAMES AND SPORTS	RELIGIONS AND VALUES
First Language Grades 1 & 2 10 periods Grades 3 & 4 9 periods Second Language Grades 1 & 2 5 periods Grades 3 & 4 9 periods	Mathematics Grades 1 & 2 8 periods Grades 3 & 4 9 periods	Environmental Studies Grades 1 & 2 3 periods Grades 3 & 4 5 periods	Arts Grades 1 & 2 2 periods Grades 3 & 4 3 periods	Physical Education 2 periods	Religious and Moral Education 2 periods
Three competency areas <ul style="list-style-type: none"> • Listening & Speaking • Reading • Writing 	Six competency areas <ul style="list-style-type: none"> • Problem solving • Computation • Measurement • Geometry • Number concept • Data handling 	Three themes across the whole curriculum <ul style="list-style-type: none"> • The Social Environment • Health and Nutrition • The Natural Environment 	Three competency areas <ul style="list-style-type: none"> • Participating • Creating • Appreciating in Art, Music, Dance & Drama	Physical development	Understanding religion, and values
FOUR CROSS CURRICULAR ISSUES HIV and AIDS Education • Environmental Learning • Population Education • Democracy & Human Rights Education					

area of learning has also been streamlined by grouping themes and topics into more general categories, and by identifying competencies to be assessed at a more general level. Each basic competence is built up of several sub-competencies which are part of the learning process, and which are demonstrated in the overall basic competence. This not only brings basic competencies together in larger wholes or units, but also makes it clearer what the learners should achieve, and it reduces the amount of detailed assessment that is to be done. Finally, the amount of information content and its scope and sequence has been rationalised on the basis of the basic competencies, ensuring that skills and basic competencies are given more emphasis than previously.

The revised structure thus consists of five main areas of learning, inter-connected by the content themes of Environmental Studies and the cross-curricular issues. Arts is an area of knowledge and learning, but arts activities are also used as methods in other subjects. Religious and Moral Education is not the only subject where values education takes place: values education is also central in language subjects, Environmental Studies, Arts, and implicitly in Physical Education. In this phase, much of the learning can therefore be structured by themes rather than as separate subjects, and it is up to the teacher to develop the curriculum accordingly. The table on the next page illustrates the way in which subjects can come together in the cross-curricular themes.

3. TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education. This is described in ministerial policy documents, curriculum guides, and the conceptual framework. This approach ensures optimal quality of learning when the following principles are put into practice:

- The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community and interaction with the environment. Learning in school must involve and extend the learner's prior knowledge and experience.
- Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. Namibian classes are wide-band mixed-ability classes, with the inclusion of learners with a moderate degree of special educational needs. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.
- The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to

Cross-Curricular Issue	Environmental Studies	Language	Mathematics	Arts	Religious & Moral Education
Environmental Education	Natural Environment: Impact of human behaviour on water, plants, weather	Talking, listening to and reading stories, creative writing about the environment	Data handling: Picture graphs – consumption of water per week	Collage, using materials from the environment; visual art, songs and drama about the environment	Stories about the creation and environment; environmental values education
HIV and AIDS Education	Caring for our environment Healthy eating; health services; behaviour towards and care for relatives/friends/ neighbours	Talking, listening to and reading stories, creative writing about health, caring, illness, death	Data handling: Pictographs; time; money	Drawing, painting, songs, drama, about HIV and AIDS, and about one's own feelings about it	Stories about care, comfort and healing of sick people; the value of life and the individual
Population Education	Impact of settlements on the environment	Talking, listening to and reading stories, creative writing about families	Data handling: Picture graphs – boys and girls in the class/family	Population issues expressed through drawing, music, drama	Customs, beliefs and values of
Human Rights and Democracy Education	Culture: Customs and religious ceremonies Traditional stories; the right to shelter, clean water & environment, food and education	The right to one's own language; talking, listening to and reading stories, and writing in one's own language	Data handling: Picture graphs	Visual art, songs, music, drama about human rights, children's rights, rights of the girl child; expressing oneself freely	The right to freedom of religion

convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic of area of content.

- Thematic Approach (Integrated approach): Topic-based approaches are holistic ways of learning. The topic title may come from one area of knowledge, for example Environmental Studies, but will be planned over a period of time so that work is done in Mathematics, First Language, Arts or Physical Education as well. However, a topic-based approach can also be used in any single subject. This would involve a sequence of teaching and learning, which covers different aspects of the subject-topic concerned. Topic work provides an opportunity for the exploration of subject matter in depth.
- Work in groups, in pairs, individually or as a whole class must therefore be organised as appropriate to the task in hand and the needs of the learners. Wherever possible cooperative and collaborative learning should be encouraged and in such cases, tasks must be designed so that pair or group work is needed to complete it: otherwise, the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing respon-

sibility to participate in planning and evaluating their work, under the teacher's guidance.

Since the Lower Primary Phase is the start of formal schooling, Grade 1 involves several transitions for the learner: from playing in informal smaller groups to being in a larger formal class; from mostly having loosely structured time and self-chosen and -directed activities, to timetabling and largely teacher-structured activities; from intuitive and spontaneous learning to directed and intended learning. The start of Grade 1 should therefore always involve basic social training in how to be in school and how to relate to others in the class and the school setting, how to go about school work, etc. This is the start of Environmental Studies. The first important steps are taken in elementary skills for learning to read and write, and in concept formation in mathematics, and these are described in the syllabuses for languages and mathematics. Some of these skills might need reinforcement or repetition at later points in the first school year, or even during the phase.

Although the intended learning is described in the form of subject area syllabuses, varied ways of organising learning and teaching should be adopted. Some topics and activities do not lend themselves to a pre-set sequence and can be characterised as incidental, and should be taken up as and when relevant during the school year. These include birthdays and other family events, current affairs and developments, visitors to school, phenomena in the weather, special

occasions, etc. Much of the teaching and learning in the Lower Primary Phase can be organised by thematic webs, where different subjects feed in to one theme. However, there will be some subject-specific knowledge and skills that can only be taught by concentrating on them separately, as steps towards wider competencies.

Information technology, where available, should be used to promote learning across the curriculum.

4. ASSESSMENT

Assessment in this phase consists of continuous assessment, mostly informal continuous assessment. The assessment specified in the syllabuses is related to how well each learner achieves within the basic competencies. Continuous assessment is the most appropriate form of assessment for following the learner's progress and giving feedback on an ongoing basis. Continuous assessment is also the only form of assessment where all the aims, objectives and basic competencies of the whole curriculum can be assessed. In addition to informal continuous assessment, there should be more structured informal continuous assessments. At the end of each term an average grade for the continuous assessment should be recorded using the 5-point scale, and reported to the learners and parents.

A broad range of assessment procedures should be used, such as practical tasks, observational technique, informal questioning, and discussion and peer assessment. Assessment must be related to the objectives for each topic or project and may include individual and group activities, skills, ideas, processes, presentation and evaluation. The learners' participation, involvement and contributions to group work must

also be taken into account. Assessment must also take into account the learners' development during the phase. The level of competency of learners in similar tasks should increase grade by grade according to their level of developmental maturity.

The levels of grading are:

- A: The learner is outstanding and has achieved all the competencies exceptionally well.
- B: The learner has achieved all the competencies very well.
- C: The learner has achieved all the competencies satisfactorily.
- D: The learner has achieved most of the basic competencies.
- E: The learner has achieved only a few of the basic competencies.

Points ranging from 5=A to 1=E should be used to average out marks and then converted into letter grades.

No percentage marks are used in this phase.

5. EVALUATING THE TEACHING/LEARNING PROCESS

Evaluating the teaching/learning process is an integral part of teaching and learning. Information from assessment is to be used by the teacher to evaluate where it is necessary to adapt methods and materials to the progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher together with the learners should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to continually improve the working atmosphere and achievements of the class.



REPUBLIC OF NAMIBIA

**MINISTRY OF BASIC EDUCATION,
SPORT AND CULTURE**

LOWER PRIMARY PHASE

SYLLABUS

**SCOPE AND SEQUENCE
COMPETENCY MATRIX
ENGLISH VERSION**

GRADES 1-4

**For Implementation
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FIRST LANGUAGE

LEARNING OUTCOMES

On completing Grade 4, the learners can express themselves well orally, read appropriate texts, and write reasonably correctly for their everyday purposes, in their mother tongue (or where mother tongue is not possible, in their locally most spoken language).

BASIC COMPETENCIES

GRADE 1	GRADE 2	GRADE 3	GRADE 4
LISTENING AND SPEAKING			
<p>Within a passive vocabulary range of about 2 000 words:</p> <ul style="list-style-type: none"> • Demonstrate adequate phonetic perception and articulation • Tell own and other short stories using simple and complex sentences and correct language structures • Respond with understanding to useful information in different areas • Use oral language creatively and with confidence • Ask questions to elicit information • Recognise about 2 000 words 	<p>Within a passive vocabulary range of about 4 000 words:</p> <ul style="list-style-type: none"> • Tell own and other short stories using simple and complex sentences and correct language structures • Listen to others for longer periods and respond appropriately, • Use everyday language fluently with understanding of intonation and expression. • Use a varied vocabulary in speaking • Use information to do tasks or projects 	<p>Within a passive vocabulary range of about 6 000 words:</p> <ul style="list-style-type: none"> • Listen and respond appropriately • Tell prepared and unprepared short own and other stories • Answer questions and present information in simple and complex sentences, using correct language structures • Use everyday language fluently showing understanding of syntax, intonation and expression • Recognise, and use with comprehension a varied vocabulary and syntax in speaking • Use available information to do projects, etc. 	<p>Within a passive vocabulary range of about 8 000 words:</p> <ul style="list-style-type: none"> • Listen and respond appropriately • Use correct language structures fluently in simple and complex sentences • Tell prepared and unprepared short stories • Make presentations of 20/30 sentences on factual topics • Answer and ask questions • Discuss the main idea of a text and relate this to own experience • Express value issues clearly and strongly (social/moral/cultural) • Report on information after having listened to the radio and watched TV (where available) • Use information in connection with specific topics
READING			
<ul style="list-style-type: none"> • Demonstrate normal eye control <p>Within a vocabulary range of about 500 words:</p> <ul style="list-style-type: none"> • Read aloud with understanding prepared and unprepared 6-10-word sentences from illustrated class readers, using correct pronunciation 	<ul style="list-style-type: none"> • Read aloud various short prepared and unprepared paragraphs/passages from class readers of about 10/20 words each, using correct pronunciation and expression • Describe what the texts are about • Use a reading vocabulary of about 1 000 words • Describe the meaning of words learnt in simple terms • Read silently from class readers or supplementary readers and talk about the stories 	<p>Within an active vocabulary range of about 1 500 words:</p> <ul style="list-style-type: none"> • Read aloud various prepared and unprepared paragraphs/passages from class readers and non-fictional sources of about 10/20 sentences, using correct pronunciation, and expression • Talk about the content and meaning of texts • Read silently for enjoyment on a regular basis • Discuss and retell stories 	<p>Within an active vocabulary range of about 2 000 words:</p> <ul style="list-style-type: none"> • Read aloud various prepared and unprepared paragraphs/passages of about 10-20 sentences from class readers and non-fictional sources, using correct pronunciation and expression • Talk about the content and meaning of texts • Read silently, and talk about the stories read/information collected • Discuss and retell stories • Discuss the use of internet

GRADE1	GRADE2	GRADE3	GRADE4
WRITING			
<ul style="list-style-type: none"> • Use dominant hand and demonstrate correct grip using writing tools, correct body posture • Trace letters and numbers from left to right rhythmically on dotted lines, using appropriate guiding lines, on a smooth surface • Express what they want to in writing, using a mixture of invented spelling and conventional writing • Write letters and words legibly, and match and link those words to objects • Write 4-6 word sentences legibly in their own words applying correct formation, spacing, size and spelling from a writing vocabulary of about 500 words 	<ul style="list-style-type: none"> • Demonstrate correct body posture and correct pencil grip • Write words correctly • Complete 10 lines/50 words continuous writing in legible print script in 20 minutes • Write 6-10 sentences (paragraph/passage/composition) in their own words in legible handwriting with correct letter formation, spacing, size, punctuation and spelling from a writing vocabulary of about 1 000 words 	<ul style="list-style-type: none"> • Demonstrate correct body posture when writing, correct pencil grip and write with rhythm and good speed • Within a vocabulary range of about 1 500 words: • Write accurately and legibly completing 20 lines/100 words within approximately 15 minutes • Write legibly and correctly passages of about 20 well-structured simple and complex sentences 	<p>Within an active vocabulary range of about 2 000 words</p> <ul style="list-style-type: none"> • Demonstrate legible handwriting and complete all written tasks accurately and on time • Write creative and factual texts of about 20 well-structured simple and complex sentences, using correct punctuation, grammar and spelling • Use e-mail (where available) to communicate with other people • Identify the alphabet to enable them to find books in a resource centre • Demonstrate good reading habits and a love for books
LANGUAGE STRUCTURES AND LANGUAGE IN USE (integrated in all Language Themes and Topics)			
<ul style="list-style-type: none"> • Demonstrate correct use of grammatical structures in speaking and writing • Do prepared and unprepared written presentations of 4-6 sentences each, showing confidence, understanding of language structures, and using reasonably correct grammar and spelling in a vocabulary range of 500 words 	<p>Within an active vocabulary range of about 1 000 words</p> <ul style="list-style-type: none"> • Use grammatical structures correctly in speaking and writing • Use language fluently and expressively when presenting prepared and unprepared topics orally and in writing • Demonstrate understanding of language structures and the meaning of words and use correct grammar and spelling 	<p>Within an active vocabulary range of about 1 500 words</p> <ul style="list-style-type: none"> • In speaking and writing, work with grammatical structures and demonstrate correct use of verbs, prepositions, adverbs, nouns, pronouns; present, past and future tense; singular, plural forms and recognise these in written texts • Present prepared and unprepared topics orally and in writing (20 sentences), fluently and expressively demonstrating understanding of language structures, meaning and syntax, using correct grammar and spelling 	<p>Within an active vocabulary range of about 2 000 words</p> <ul style="list-style-type: none"> • Recognise and correctly use parts of speech, tenses, and forms of address in speaking and writing • Use fluent and expressive language when presenting prepared and unprepared topics orally and in writing (texts of about 20 sentences) • Demonstrate understanding of language structures, syntax, and meaning of words

SECOND LANGUAGE

LEARNING OUTCOMES

On completing Grade 4, the learners can understand, speak, read and write English as a Second Language well enough within a limited range to continue learning through the medium of English in the next phase.

BASIC COMPETENCIES

GRADE 1	GRADE 2	GRADE 3	GRADE 4
LISTENING AND SPEAKING			
<ul style="list-style-type: none"> • Distinguish English phonemes and tones • Listen and respond/act appropriately to questions, basic instructions greetings, action songs and rhymes • Distinguish objects shown/mentioned • Pronounce words and phrases in English • Answer simple questions • Repeat short prepared sentences of 3-4 words on everyday classroom situations 	<ul style="list-style-type: none"> • Listen and respond appropriately to questions and instructions • Present 6 to 10-word prepared sentences on everyday classroom issues • Retell parts of stories and tell own stories in 5-10 simple sentences 	<ul style="list-style-type: none"> • Listen and respond appropriately • Communicate through prepared and unprepared dialogue and presentations (about 50 words) • Retell/explain parts of stories and tell own stories in 10-15 short sentences (about 50 words) - where errors do not hinder comprehension or clarity 	<ul style="list-style-type: none"> • Listen and respond appropriately • Communicate adequately and appropriately through: <ul style="list-style-type: none"> - everyday dialogue and discussion - response to prepared and unprepared text and other media - presentations (of about 100 words) (where errors do not hinder comprehension) • Report information after having listened to the radio and watched TV programmes
READING			
<ul style="list-style-type: none"> • Recognise a variety of words and read/repeat all single sounds • Read words (including all single sounds) and sentences of 4-5 words from various types of text 	<ul style="list-style-type: none"> • Read with ease short prepared texts of 3-5 sentences and unprepared texts of 2 sentences • Show understanding of the texts by correctly answering comprehension questions and talking about them • Demonstrate good reading habits through eagerness to read 	<ul style="list-style-type: none"> • Read prepared and unprepared texts of about 50 words from fictional and factual texts • Correctly answer comprehension questions on the texts and talk freely about them • Find basic information from factual texts • Demonstrate good reading habits through eagerness to read 	<ul style="list-style-type: none"> • Read fluently prepared and unprepared factual and fictional texts of about 150 words • Correctly answer comprehension questions on the texts, and talk freely about them • Find basic information from factual texts • Demonstrate good reading habits through eagerness to read • Discuss the use of internet
WRITING			
Passive vocabulary range of about 500 words	Passive vocabulary range of about 1 000 words	Within an active vocabulary range of 1 500 words: <ul style="list-style-type: none"> • Use English expressively in simple and compound sentences, applying the basic structures correctly 	Within an active vocabulary range of 2 000 words: <ul style="list-style-type: none"> • Use English correctly in speaking, reading and writing • Correctly apply the basic language structures, pronunciation, phrasing and pacing, using both simple and complex sentences of a fictional and factual nature

GRADE1	GRADE2	GRADE3	GRADE4
LANGUAGE STRUCTURES AND LANGUAGE IN USE (integrated in all Language Themes and Topics)			
<ul style="list-style-type: none"> • Demonstrate use of dominant hand and skills in holding writing tools • Draw lines and patterns freely and colour pictures correctly and creatively • Write known words singly, in phrases and sentences of 4-5 words in print script 	<ul style="list-style-type: none"> • Demonstrate the ability to write in English by completing 3 lines of words in print script within 10 minutes showing correct pattern, space and rhythm • Write 6 to 10-word sentences legibly, both prepared and unprepared, with correct spelling and punctuation 	<ul style="list-style-type: none"> • Complete 10 sentences (about 50 words in total) in print script within 10 minutes showing acceptable pattern, space and rhythm • Write prepared and unprepared paragraphs of about 100 words in length on familiar topics, using correct spelling, punctuation and language structures 	<ul style="list-style-type: none"> • Write prepared and unprepared factual texts of up to 200 words on familiar topics using correct grammar and spelling • Use e-mail to communicate with other people (where available) • Present own creative writing • Write English easily, legibly and with reasonable speed where errors do not hinder comprehension • Apply writing skills to all areas of learning where English is used as medium of instruction

MATHEMATICS

LEARNING OUTCOMES

On completing Grade 4, the learners can solve simple problems in everyday contexts by adding, subtracting, multiplying and dividing, estimating and measuring, within a limited number range.

BASIC COMPETENCIES

GRADE 1	GRADE 2	GRADE 3	GRADE 4
NUMBER CONCEPT DEVELOPMENT			
<ul style="list-style-type: none"> Express orally and in mathematical symbols their understanding of number patterns (order, sequence, and spatial relationships) within the number range 0-54 	<ul style="list-style-type: none"> Explain orally and in mathematical symbols their understanding of number patterns (order, sequence, spatial relationships, place value) within the number range 0-104 	<ul style="list-style-type: none"> Express orally and in mathematical symbols their understanding of number patterns (order, sequence, spatial relationships, place value) within the number range 0-504 	<ul style="list-style-type: none"> Explain orally and in mathematical symbols their understanding of number patterns (order, sequence, spatial relationships, place value) within the range 0-1004
PROBLEMSOLVING			
<ul style="list-style-type: none"> Solve story problems about everyday contexts using addition, subtraction, grouping or sharing in the number range 0-9 using and explaining any logical strategy 	<ul style="list-style-type: none"> Solve story problems about everyday contexts using addition, subtraction, grouping or sharing in one- and two-digit numbers in the number range 0-49, using and explaining any logical strategy 	<ul style="list-style-type: none"> Solve story problems about everyday contexts using the four operations in two-digit numbers, in the number range 0-99 using and explaining any logical strategy 	<ul style="list-style-type: none"> Solve story problems about everyday contexts using the four operations in two- and three- digit numbers, in the range 0-499 using and explaining any logical strategy Identify and correct own errors through discussion with others
COMPUTATION			
<ul style="list-style-type: none"> Add up correctly two and three or more different numbers with a sum between 0 and 10 using any logical strategy Subtract correctly any number from any other number within the number range 0-10, using any logical strategy Correctly arrange up to 10 objects in groups of 2, 3, 4 and 5 Correctly share up to 10 objects equally between 2, 3, 4, and 5, with and without remainders Correctly do multi-step problems with addition and subtraction in the range 0-10 	<ul style="list-style-type: none"> Add up correctly two or more different numbers with a sum between 11 and 99 using any logical strategy Subtract correctly any one- or two- digit number from a two digit number between 11 and 99 using any logical strategy Correctly use the 1, 2, 3, 4, 5 x multiplication tables, and the 10 x table in the range 1-50 Correctly divide multiples of 1, 2, 3, 4, 5 and 10 with and without remainders within the range 1-50, using any logical strategy Correctly do multi-step problems within the range 0-99 	<ul style="list-style-type: none"> Add up correctly two or more different numbers with a sum between 100 and 499 using any logical strategy Subtract correctly any two- or three-digit number from a three digit number between 100 and 499 using any logical strategy Correctly multiply any two-digit number by any number between 1 and 10 with a product between 100 and 499, using any logical strategy Correctly divide any two-digit number from 10 to 99 by a number from 1-10 with and without remainders, using any logical strategy Correctly do multi-step problems within the number range 0 to 499 	<ul style="list-style-type: none"> Add up correctly four or more different numbers with a sum not greater than 999 using any logical strategy Subtract correctly any two- and three-digit number from a three digit number between 100 and 999 using any logical strategy Correctly multiply any two- and three-digit number by a one-digit number, tens and multiples of 10 with a product between 100 and 999, using any logical strategy Correctly divide any three-digit number from 100 to 499 by a number from 1-10 with and without remainders, using any logical strategy Correctly do multi-step problems within the range 0 to 999

GRADE1	GRADE2	GRADE3	GRADE4
	<ul style="list-style-type: none"> Express orally and in mathematical symbols quarters and halves as partial quantities of a whole 	<ul style="list-style-type: none"> Correctly express orally and in mathematical symbols the common fractions halves, quarters, thirds and eighths as partial quantities of a whole 	<ul style="list-style-type: none"> Express orally and in mathematical symbols the common fractions from halves to tenths as partial quantities of a whole and the fractional parts of a collection of objects
MEASUREMENT			
<ul style="list-style-type: none"> Compare estimates to measurements of length, mass and capacity in non-standard units Use basic time concepts (days and time of day) correctly Recognise 5c, 10c, 50c, N\$1 and N\$5 coins and compute money values 5c-50c 	<ul style="list-style-type: none"> Compare estimates to measurements: length in centimetres, mass in kilograms, capacity in litres, in the number range of 0-99 Read time in hours and half hours and name the days and months Compute money values correctly: 5c-N\$10 	<ul style="list-style-type: none"> Compare estimates to measurements of length in centimetre and metre, mass in grams and kilograms, and capacity in milli-litre and litres in the range of 0-499 Read time in hours, half hours, quarter hours and minutes Name the days of the week and months of the year Compute money values correctly: 5c-N\$20 Participate constructively in entrepreneurial activities 	<ul style="list-style-type: none"> Compare estimates correctly in the range of 0-999 using measurements in units of length in millimetre, centimetre, metre and kilometre; mass in gram and kilogram; capacity in millilitre and litre Read time in hours, half hours, quarter hours and minutes Convert units of time (clock and calendar time) correctly Compare estimates to computations of money values in the range of 0-999 Compute specific money values using all Namibian currency Demonstrate entrepreneurship skills by participating positively in activities and handling business transactions correctly
GEOMETRY			
<ul style="list-style-type: none"> Correctly identify and name two- and three dimensional figures: (square, circle, rectangle, triangle, sphere, cube, cone) 	<ul style="list-style-type: none"> Correctly identify and name two- and three-dimensional figures (square, circle, rectangle, oval, triangle, equilateral triangle, sphere, cube, cylinder, cone) 	<ul style="list-style-type: none"> Correctly identify and name two- and three-dimensional figures (square, circle, rectangle, triangle, oval, equilateral triangle, sphere, cube, cylinder, pyramid, cone) Measure, cut and fold paper to demonstrate how to make pictures, patterns and models Create models with three-dimensional shapes 	<ul style="list-style-type: none"> Correctly identify and name two- and three-dimensional figures (triangle, equilateral triangle, square, rectangle, circle, oval, sphere, cube, cylinder, triangular prism, pyramid, cone) Measure, cut and fold paper to demonstrate how to make shapes and models Create models with the same or different 3-dimensional figures
DATAHANDLING			
<ul style="list-style-type: none"> Correctly collect, organize, display and interpret data on and from pictographs 	<ul style="list-style-type: none"> Correctly collect, organize, display and interpret data on and from pictographs 	<ul style="list-style-type: none"> Correctly collect, organise, display and interpret data on and from pictographs 	<ul style="list-style-type: none"> Correctly collect, organise, display and interpret data from bar graphs

ENVIRONMENTAL STUDIES

LEARNING OUTCOMES

On completing Grade 4, the learners can look after their own basic health and nutrition, interact positively in the social environment, and act responsibly towards the natural environment.

BASIC COMPETENCIES

GRADE 1	GRADE 2	GRADE 3	GRADE 4
THE SOCIAL ENVIRONMENT			
<ul style="list-style-type: none"> • Social groups and institutions <ul style="list-style-type: none"> - Distinguish between good and poor family relationships - Name basic health care providers in the home and community and explain their roles 	<ul style="list-style-type: none"> • Social groups and institutions <ul style="list-style-type: none"> - Explain why it is important to be a member of a family - Distinguish between immediate and extended families - Describe main social activities in the community - Describe main social services in the community 	<ul style="list-style-type: none"> • Social groups <ul style="list-style-type: none"> - Describe how the roles of family members complement/support each other - Describe the occupations of their family members - Explain what different social groups in their community do - Describe various public services provided in their own community 	<ul style="list-style-type: none"> • Our regions <ul style="list-style-type: none"> - Locate and name the regions of Namibia on a map - Explain why some people in their region have moved between regions/countries - Explain why family life is important for every individual - Give examples of how the role of women is changing
<ul style="list-style-type: none"> • Culture <ul style="list-style-type: none"> - Explain own family customs and ceremonies - Sing the National Anthem together with others showing correct behaviour - Describe the design and colours of the Namibian flag - Identify and name the President 	<ul style="list-style-type: none"> • Culture <ul style="list-style-type: none"> - Describe customs and cultural expression in the local community - Explain what the colours and images of the national flag mean - Explain why and how local and national leaders are honoured 	<ul style="list-style-type: none"> • Culture <ul style="list-style-type: none"> - Describe traditions of different cultures in Namibia - Explain main functions of traditional leaders - Explain what the symbols on the Namibian coat of arms mean - Distinguish between religious and non-religious holidays 	<ul style="list-style-type: none"> • Culture <ul style="list-style-type: none"> - Describe/present different cultural traditions in the region - Explain the importance of at least two historical places in the region - Name historical persons of their region, and give reasons why they are important - Sing the OAU anthem together with others, showing respect
<ul style="list-style-type: none"> • Infrastructure and Communications <ul style="list-style-type: none"> - Describe their house and furniture - Describe their family's means of transport and communication - Identify the most important road signs for them in the local environment - Explain the dangers on or near a road and demonstrate how to cross a road safely - Identify and explain potential dangers on their way to school 	<ul style="list-style-type: none"> • Infrastructure and communications <ul style="list-style-type: none"> - Describe how one should behave in traffic as a pedestrian and as a passenger in a vehicle - Describe and name building materials used in the local environment - Describe the roles of public transport and means of communication in the community 	<ul style="list-style-type: none"> • Infrastructure and communications <ul style="list-style-type: none"> - Explain road safety and traffic rules for cyclists - Describe transport and means of communication in the region - Compare traditional homesteads and shelters to modern buildings 	<ul style="list-style-type: none"> • Infrastructure and Communication <ul style="list-style-type: none"> - Make a presentation on the use of different forms of transport in the region and links to the rest of the country - Describe main means of communication in the region - Make a presentation on a current event in the region

GRADE1	GRADE2	GRADE3	GRADE4
<ul style="list-style-type: none"> • Economic activity <ul style="list-style-type: none"> - Describe the occupations of their family members, and examples of entrepreneurship in the community - Explain why a family needs money and savings 	<ul style="list-style-type: none"> • Economic activity <ul style="list-style-type: none"> - Describe traditional and modern ways of trading and selling and the role of shopkeeper/customer - Explain the worth of entrepreneurship 	<ul style="list-style-type: none"> • Economic activity <ul style="list-style-type: none"> - Present findings on natural resources in visual form and comment on them - Describe what craft and factory products are made in the region - Account for the main occupations in the region - Participate in entrepreneurial activities 	<ul style="list-style-type: none"> • Economic activity <ul style="list-style-type: none"> - Present information about the life of early people in the region - Distinguish between farming, fishing and mining activities and explain their importance - Participate in entrepreneurial activities and handle business transactions correctly • Civics of our region <ul style="list-style-type: none"> - Participate in an election for class representatives - Describe the basic functions of the Regional Council - Explain the functions of social and security services in the region • Geography: Our region <ul style="list-style-type: none"> - Describe the natural landscape of their region, e.g. (mountains, plains, dunes, rivers, lakes, dams, hills) - Describe weather patterns in different seasons - Describe vegetation and animals in the region - Distinguish between different types of settlements and give reasons for the siting of their own - Explain dense and spread population and why unplanned urbanisation is a problem

GRADE1	GRADE2	GRADE3	GRADE4
HEALTHANDNUTRITION			
<ul style="list-style-type: none"> • Health <ul style="list-style-type: none"> - Explain why personal hygiene, body exercise and rest are important - Describe precautions when tending to wounds - Describe what contact is safe with people with HIV&AIDS and what must be avoided - Describe danger and safety measures in the home, school and immediate environment 	<ul style="list-style-type: none"> • Health <ul style="list-style-type: none"> - Explain why personal cleanliness is important - Describe appropriate clothing for certain events or weather conditions - Explain the sense organs and how to take care of the nose, ears, eyes and mouth 	<ul style="list-style-type: none"> • Health <ul style="list-style-type: none"> - Describe the signs and symptoms of the most common infectious diseases in their environment - Investigate how they can be prevented - Describe how to behave towards people infected with HIV and AIDS 	<ul style="list-style-type: none"> • Health <ul style="list-style-type: none"> - Describe the functions of human sense organs - Describe the functions of the skeleton and muscles - Describe the digestive system - Explain the main bodily changes of the life cycle - State in which situations they should and can say No - Demonstrate how to say No - Explain correct basic facts about HIV and AIDS - Explain what reactions and feelings people have about HIV and AIDS - State what they will do to ensure they lead a positive, healthy lifestyle and help others to do so
<ul style="list-style-type: none"> • Nutrition <ul style="list-style-type: none"> - Explain what is healthy food which should be eaten regularly, and healthy eating habits 	<ul style="list-style-type: none"> • Nutrition <ul style="list-style-type: none"> - Explain how to handle food hygienically and why hygiene is necessary - Identify local foods and their sources 	<ul style="list-style-type: none"> • Nutrition <ul style="list-style-type: none"> - Explain the correct storage and preparation methods of food and why these are important - Name and explain how foods are produced in Namibia 	<ul style="list-style-type: none"> • Nutrition <ul style="list-style-type: none"> - Explain what is healthy food and a balanced diet - Name the main food groups
THE NATURAL ENVIRONMENT			
<ul style="list-style-type: none"> • Plants <ul style="list-style-type: none"> - Identify and name trees, bushes and grass from their own environment, and their main parts - Identify and name poisonous plants in their environment - Describe how seeds germinate 	<ul style="list-style-type: none"> • Plants <ul style="list-style-type: none"> - Identify local plants by their leaves and seeds - Describe how seeds are spread - Describe the germination of the seeds which were observed 	<ul style="list-style-type: none"> • Plants <ul style="list-style-type: none"> - Describe how plants grow from cuttings - Identify different types of trees in the environment - Distinguish between poisonous and non-poisonous plants in their environment - Explain why the <i>Welwitschia mirabilis</i> is special and needs conservation 	<ul style="list-style-type: none"> • The living world <ul style="list-style-type: none"> - Describe the difference between living and non-living things - Explain the basic needs of animals and plants - Name the external parts of plants and describe their function - Present their observations of the growth of flowering plants - Present a project on main types of plants used for food, shelter, tools, textiles, baskets and other items

GRADE1	GRADE2	GRADE3	GRADE4
<ul style="list-style-type: none"> • Animals <ul style="list-style-type: none"> - Explain the difference between domestic and wild animals, including their main physical features and feeding habits 	<ul style="list-style-type: none"> • Animals <ul style="list-style-type: none"> - Describe the differences between insects and birds, and their place in the food chain - Describe food and other products from pigs, goats, sheep, and cattle 	<ul style="list-style-type: none"> • Animals <ul style="list-style-type: none"> - Distinguish between the basic physical features, habitats and feeding habits of reptiles, water birds and fish - Describe basic features and characteristics of the oryx - Describe similarities and differences between pre-historic animals and present-day animals 	<ul style="list-style-type: none"> • The living world cont. <ul style="list-style-type: none"> - Distinguish between the body parts of insects, birds and fish - Describe how the body parts of insects, birds and fish are used to meet their needs - Describe how insects, birds and mammals produce and take care of their young
<ul style="list-style-type: none"> • Water <ul style="list-style-type: none"> - Identify and name sources and uses of clean water - Describe two physical properties of water 			<ul style="list-style-type: none"> • The non-living world <ul style="list-style-type: none"> - Describe the characteristics of different materials and account for how characteristics can be changed
<ul style="list-style-type: none"> • Weather <ul style="list-style-type: none"> - Compare and describe different weather conditions (sunny, cloudy, windy, rainy) 	<ul style="list-style-type: none"> • Weather <ul style="list-style-type: none"> - Account for seasonal changes in weather conditions (temperature, rain, wind, clouds) 	<ul style="list-style-type: none"> • Weather <ul style="list-style-type: none"> - Describe the effects of the four seasons and rainy and dry periods on plants and animals 	<ul style="list-style-type: none"> - Select the correct materials for a specific purpose - Present and explain their findings about the observable properties of water - Present their findings about the various components of soil - Identify and name sources of light - Present their findings about light and shadow - Present their findings about the source and characteristics of sound
<ul style="list-style-type: none"> • Environmental care <ul style="list-style-type: none"> - Explain the importance of a clean environment 	<ul style="list-style-type: none"> • Environmental care <ul style="list-style-type: none"> - Explain how and why water can be saved and stored 	<ul style="list-style-type: none"> • Environmental care <ul style="list-style-type: none"> - Describe how water becomes polluted and how it can be purified 	<ul style="list-style-type: none"> • Environmental care <ul style="list-style-type: none"> - Distinguish between environmental factors affecting health negatively and positively - Describe ways in which they can contribute to environmental care - Explain why it is important to protect species of plants and animals

ARTS

LEARNING OUTCOMES

On completing Grade 4, the learners can participate freely in creative activities, express themselves through art forms, and appreciate what others communicate through the arts.

BASIC COMPETENCIES

GRADE 1	GRADE 2	GRADE 3	GRADE 4
PARTICIPATING			
<ul style="list-style-type: none"> • Participate freely in sense training • Participate freely in movement and gesture activities • Participate freely in vocal exercises • Sing the National Anthem and the anthem of the African Union from memory • Co-operate in a group, respecting the needs of others 			
CREATING			
<ul style="list-style-type: none"> • Explain their choices of media, materials and colours and make pictures, pattern work, shapes, models or figures • Create their own pictures using a variety of materials, processes and techniques • Explain to others what it means and how it was done • Sing in a conducted group, keeping rhythm, tempo and pitch • Play instruments (including objects from the immediate environment, body percussion, etc.) in a conducted group, keeping rhythm • Improvise rhythmic patterns and collate different sounds together in harmony • Present group-planned mime, role-plays, dramas, and puppet theatre with characterisation and structure • Present choreographed and improvised dances in a group with increasing variations and difficulty levels in the group dances 			
APPRECIATING			
<ul style="list-style-type: none"> • Communicate their interpretation of and response to others' artistic expression with an appreciative attitude 			

RELIGIOUS AND MORAL EDUCATION

LEARNING OUTCOMES

On completing Grade 4, the learners have a basic understanding of their own beliefs, are tolerant of others', and share common positive values.

BASIC COMPETENCIES

GRADE 1	GRADE 2	GRADE 3	GRADE 4
BELONGING			
<ul style="list-style-type: none"> Recount why they are valued, how others show it to them, how they can show it to others 	<ul style="list-style-type: none"> Explain how members of a family can help each other 	<ul style="list-style-type: none"> Describe the basic functions of a religious leader in the community, and what other members contribute 	<ul style="list-style-type: none"> Identify 3 religious leaders, at least one of them from outside Namibia, and explain their religious orientation
PHASES OF LIFE			
<ul style="list-style-type: none"> Explain why ceremonies are important to welcome a baby 	<ul style="list-style-type: none"> Explain, in a simple and respectful way similarities and differences between their own and others' values in relation to elders, and to ancestors 	<ul style="list-style-type: none"> Explain in simple terms what Christian Confirmation and Jewish Bar/Bath Mitzvah are 	<ul style="list-style-type: none"> Explain different ways of getting married, and different views of marriage
THE SACRED			
<ul style="list-style-type: none"> Explain why a place or object is special in a religious sense 	<ul style="list-style-type: none"> Describe weekly and annual times of worship in their religion 	<ul style="list-style-type: none"> Correctly identify which sacred books belong to which religion Participate in singing/reciting a religious song or hymn Correctly identify which symbols belong to which religion 	<ul style="list-style-type: none"> Explain at least one religious meaning of water, fire and the cross
FESTIVALS			
<ul style="list-style-type: none"> Present and comment on the Christmas story/religious festival 	<ul style="list-style-type: none"> Retell the Passover or selected topic in their own words Retell the Easter story in their own words 	<ul style="list-style-type: none"> Explain three religious observances in an African tradition Retell the main events leading up to the condemnation of Jesus 	<ul style="list-style-type: none"> Describe how they overcame a temptation Tell in their own words about a situation where fasting is customary
SOCIAL VALUES			
<ul style="list-style-type: none"> Explain why caring is important for everybody 	<ul style="list-style-type: none"> Explain why forgiveness and reconciliation are important 	<ul style="list-style-type: none"> Explain why it is important for all involved to agree on rules 	<ul style="list-style-type: none"> Tell in own words a story to illustrate what dishonesty/honesty is and point out the consequences
RELIGION AND THE ENVIRONMENT			
<ul style="list-style-type: none"> Explain differences between man-made and natural features and state simply what they believe about creation Explain why and how they pray for others, or think of others if they do not pray 	<ul style="list-style-type: none"> Give their own reasons why we should care for the environment Describe some of the beautiful things in nature in their own words 	<ul style="list-style-type: none"> Retell a story to explain how trees have special meaning 	<ul style="list-style-type: none"> Describe the common basis between religions for the conservation of nature

GRADE1	GRADE2	GRADE3	GRADE4
PERSONAL VALUES			
<ul style="list-style-type: none"> • Tell about a time when they felt happy and satisfied • Explain the difference between changes within life and the change brought about by death 	<ul style="list-style-type: none"> • Describe in their own words how they experience peace 	<ul style="list-style-type: none"> • Explain in their own terms how to be a good friend 	<ul style="list-style-type: none"> • Participate in a class project in helping others in need
CHILDREN'S RIGHTS AND RESPONSIBILITIES			
<ul style="list-style-type: none"> • Explain their basic rights and responsibilities 	<ul style="list-style-type: none"> • Describe what they can do to fulfil their responsibilities equitably at home • Describe what is acceptable behaviour in school and what is not, and give reasons why 	<ul style="list-style-type: none"> • Demonstrate how to be assertive in refusing negative touching 	<ul style="list-style-type: none"> • Make posters showing how to stop cruelty and violence in school and society • Explain the purpose of children's rights
TOPICS OF OWN CHOICE			
<ul style="list-style-type: none"> • Express their own and relate to others' points of view about the topics 	<ul style="list-style-type: none"> • Express their own and relate to others' points of view about the topics 	<ul style="list-style-type: none"> • Express their own and relate to others' points of view about the topics 	<ul style="list-style-type: none"> • Express their own and relate to others' points of view about the topics

PHYSICAL EDUCATION

LEARNING OUTCOMES

On completing Grade 4, the learners can participate to the best of their ability in a variety of games, sports, and physical activities.

BASIC COMPETENCIES

GRADE 1	GRADE 2	GRADE 3	GRADE 4
PHYSICAL FITNESS ACTIVITIES			
<ul style="list-style-type: none"> • Monitor the development of their own physical fitness • Participate in physical education activities to the best of their ability • Demonstrate good co-operation and teamwork • Demonstrate good sportsmanship 			
GYMNASTICS-TYPE ACTIVITIES			
<ul style="list-style-type: none"> • Monitor the development of their own physical fitness • Participate in physical education activities to the best of their ability • Demonstrate good co-operation and teamwork • Demonstrate good sportsmanship 			
ATHLETICS-TYPE ACTIVITIES			
<ul style="list-style-type: none"> • Monitor the development of their own physical fitness • Participate in physical education activities to the best of their ability • Demonstrate good co-operation and teamwork • Demonstrate good sportsmanship 			
GAMES AND SPORT ACTIVITIES			
<ul style="list-style-type: none"> • Monitor the development of their own physical fitness • Participate in physical education activities to the best of their ability • Demonstrate good co-operation and teamwork • Demonstrate good sportsmanship 			
GAMES IN LIMITED SPACE			
<ul style="list-style-type: none"> • Monitor the development of their own physical fitness • Participate in physical education activities to the best of their ability • Demonstrate good co-operation and teamwork • Demonstrate good sportsmanship 			
OPTIONAL: WATER ACTIVITIES			
<ul style="list-style-type: none"> • Monitor the development of their own physical fitness • Participate in physical education activities to the best of their ability • Demonstrate good co-operation and teamwork • Demonstrate good sportsmanship 			



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

SYLLABUS

FIRST LANGUAGE

ENGLISH VERSION

GRADES 1-4

For Implementation
2005 – Grades 1 and 2
2006 – Grades 3 and 4

2005

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1. INTRODUCTION

One of the basic aims of the broad curriculum as outlined in the **Pilot Curriculum Guide for Formal Basic Education**, is the development of functional literacy and language skills in the First Language or Mother Tongue of the learner. This implies:

- Developing positive attitudes toward the First Language (Mother Tongue)
- Enabling learners to acquire a functional vocabulary and pronunciation in the First Language (Mother Tongue) through informal and formal learning to understand, speak, read and write fluently and correctly
- Enabling learners to use the First Language (Mother Tongue) with confidence for learning in school and in daily life in their immediate environment
- Providing a foundation for later learning in another language medium

In the Lower Primary Phase all four-language skills (listening, speaking, reading and writing) will be developed. Formal Hand-writing skills will be taught in the First Language (Mother Tongue). Learners learn better to speak by listening to the language and by getting opportunities to speak. They learn to read by listening to reading and by getting opportunities to read. They learn to write by getting opportunities to write in the First Language (Mother Tongue). They will learn best to write, by writing letters, words, their own sentences and paragraphs in the First Language (Mother Tongue), where they can follow instructions and guidance, and practise expressing themselves. Writing words and sentences is crucial for the development of reading skills since it reinforces the cognitive processes of reading. Furthermore, reading and writing skills established in the Mother Tongue will be cognitively transferred to the mastery of reading in English Second Language.

Under optimal circumstances, the time allocation for the First Language (Mother Tongue) will be ten (10) periods of forty (40) minutes for Grades 1 and 2 and nine (9) periods of forty (40) minutes for Grades 3 and 4.

2. RATIONALE

In the first three years of school, learners should be taught in all subjects through the medium of Mother Tongue. The primary concern in the teaching of the First Language (Mother Tongue) during the Lower Primary Phase is therefore the need to ensure that all learners acquire the skills which will lay a strong foundation for literacy, communication, and for concept formation in numeracy, which are crucial for the learner's future education. An integrated approach is taken, with an emphasis on language learning for communication. Learners are actively involved all the time. In Grade 4, some formal learning of language features, structures and usage will be required as part of the essential competencies.

The syllabus promotes the development of First Language skills in such a way that learners will have a sound basis to progress further in the First Language (Mother Tongue) as a subject. Throughout the phase they will be equipped with essential concepts and life skills necessary in the multi-lingual and multi-cultural society in which we live.

The syllabus promotes the following **general aims**:

- to support creativity and intellectual development
- to help learners develop self-confidence and a better understanding of the world they live in
- the development of positive attitudes, values and the understanding of local social and cultural issues
- to develop greater awareness of health and population issues, HIV and AIDS, the environment and individual responsibilities regarding these and to enable learners to talk, read and write about them.

The syllabus promotes the following **specific aims**:

- to enable learners to communicate effectively in speech and writing in their First Language, in school and beyond
- to enable learners to express thoughts, ideas, experiences and values as an essential part of personal development
- to start developing proficiency in the First Language (Mother Tongue) and as a local language for personal use and in public life.

3. BASIC COMPETENCIES AND LEARNING OUTCOMES

The basic competencies in this syllabus are all essential competencies. These are essential because if the learners by the end of Grade 4 do not achieve these basic competencies, they will have considerable difficulties in going on through the next phase of education. The basic competencies in the First Language (Mother Tongue) are the most important of all, since they comprise the basis for attaining irreversible literacy. Every learner develops in his/her own way and pace, and therefore each learner's development in the basic competencies must be followed especially closely throughout the four years. If some learners are not progressing in the basic competency areas during each year, more time must be given in class to reinforcing their learning through greater individual attention using a variety of approaches, methods and materials.

The basic competencies indicate the minimum level that should be attained by the learners at the end of each grade in the Lower Primary Phase. They are not intended to limit the initiative of the teacher or the class, and teachers are encouraged to extend their learners beyond this level. On completing the Lower Primary Phase, all learners are expected to respond appropriately to instructions and questions, to discuss with others, tell their own stories, retell stories, create sentences using own spelling and formulations, recite rhymes and sing songs, describe objects accurately, legibly write up to 10-letter words and use them in simple and complex sentences, all within a passive vocabulary of about 8000 words, and a writing vocabulary of about 2000 words. Learners will also distinguish between and correctly apply basic language structures in use.

Nearly all learners will be able to achieve more than the basic competencies, a few will be able to do much more. A few will just be able to achieve the basic competencies and must receive support teaching through adapted approaches/compensatory teaching, additional materials and the assistance of peers. A very small number of learners may have special educational needs to a degree that requires greater individual attention and resources than in an inclusive setting. These learners should receive special teaching.

Learning Outcomes

On completing Grade 4, the learners can express themselves well orally, read appropriate texts, and write reasonably correctly for their everyday purposes, in their Mother Tongue (or where Mother Tongue is not possible, in their locally most spoken language).

4. PARTICULAR FEATURES OF THE SUBJECT IN THIS PHASE

Some exercises have the function of being both introductory or lead-in activities as well as reinforcement or refresher activities throughout Grade 1. Special attention should be given to these activities with all learners in order to pre-empt certain listening, reading, speaking and writing problems later on, and they should be repeated as and when necessary.

Learning to write is a natural part of First Language (Mother Tongue) teaching, and developing good handwriting is a necessary precondition for all writing. The syllabus takes into account the need for learners to write for meaningful purposes. The development of own expressive writing goes hand in hand with the more mechanical practice and mastery of formal writing skills. Handwriting will be print script only, and will be developed and regularly practised throughout the Lower Primary Phase. Learning to write needs to be carefully structured for the learner throughout Grade 1 from preparatory exercises to handwriting skills proper. By the end of Grade 4, most learners will be able to write fairly legibly, but refinement, rhythm, speed and neatness should be supported as a matter of principle in all writing tasks throughout the Lower Primary Phase. Learners should apply the correct Handwriting processes and letter formation, but in Grade 4 be allowed to develop an own handwriting style by connecting print letters freely if this is an advantage in terms of rhythm and speed. Learners should write every day in the First Language to establish good writing habits and Handwriting skills, and to prepare them for the demands of the following years. Handwriting skills should be attended to across the curriculum as needed, and not only addressed in the First Language lessons.

Informal and incidental language learning must be given a large place in order to stimulate language development. Learners learn best when they are highly motivated, interested in the content and enjoying themselves. Learners should be exposed to many opportunities to listen to stories, to listen to and learn to recite rhymes and songs, and to make up stories, rhymes and songs themselves. Through wide experience of and exposure to rich forms of language in use, learners will gradually become aware of correct and meaningful language and correct uses of grammatical structures. During Grades 3 and 4 the development of language skills in a more formal manner will also gain place, alongside informal approaches.

It is important that all the language skills are integrated during teaching and learning, in order to promote growth and development in the language as much as possible. Learners will talk about what they hear or read, write about what they discuss, and read what each other writes. The First Language (Mother Tongue) undergirds the entire curriculum: the stories that learners read and listen to, the topics they will deliberate on, the role plays they act, will all have cross-curricular

links with issues such as the environment, health (HIV and AIDS), human rights, the rights of children, values, social justice and democracy. They will learn to understand and deal with these issues and develop values, as they read, talk and write about them, under the guidance of the teacher.

5. GENDER ISSUES

Teachers should be aware that girls tend to develop quicker and be more proficient in language than boys, and that female and males have differences in the way they use language. These differences can be used as a resource in the classroom by mixing girls and boys together in groups during language lessons. The language subjects are also the lessons where much of the time is used on value issues: identity, feelings, choices, conflicts, and questions. The different patterns of thinking about values which males and females tend to have can be used to enrich each other, in a similar way. All teaching/learning materials should be analysed to ensure that they promote gender equity.

6. LOCAL CONTEXT AND CONTENT

The Mother Tongue is the language at the deepest level of identity of a person, and constitutes membership in the primary group in life, the family, and the local community. The teaching of the First Language should therefore both draw on the cultural richness of the immediate environment, and relate topics to the immediate environment, in every way possible. In the school setting the First Language is the means of conceptualising everything preparatory to the introduction of the global language, English, as the medium of instruction. Only if the learners feel secure in their personal and linguistic identity, and value their own culture, will they be able to absorb English and the globalisation that it brings, without being alienated from their own language and culture. The importance of local context and content in teaching the First Language cannot be underestimated.

7. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is learner-centred. This approach ensures optimal quality of learning when the following principles are put into practice:

The aim is to develop learning with understanding, and the knowledge skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment and from the school experience gained during the previous grades. Learning in school should involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied, but flexible within

well-structured sequences of lessons. The school records of learners' performance during each year should be of great help to the teachers.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic area of content.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair and group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

Learners have to a large extent acquired their first language/Mother Tongue before they start school. Under normal circumstances the sound system will be complete, except in a few cases, and the function of First Language teaching is to refine and develop articulation and fluency. The learners will also have acquired nearly the entire grammatical system of the language, but some will still be making errors as they try out their intuitive idea of how the language works. The function of the subject is to build on what they already know implicitly and can do, and direct the learners to correct and appropriate use of language structures, and to develop their ability to handle the language in more complex and subtle ways. The learners will already have an extensive vocabulary with them, and the function of the subject is to widen their vocabulary and deepen their understanding of meaning.

The teaching of the First Language must be done in close connection and co-operation with the home and local community. On the one hand, several of the African languages have only recently reached a stable level of linguistic development. Some have undergone several changes of orthography since the first time they were written down, and older versions will be found in the learner's environment, for example in hymn books, local publications, etc. In such cases, the teacher should explain to the local community that the next generation are learning a form of the language which is more precise than before, and that some things which they might perceive as wrong, are in fact new orthography.

In terms of language ecology, the teaching of African languages has a significant role to play in using the knowledge of the local community to remember the richness of idioms and expressions which some are beginning to lose. The home and community can be used as a resource to deepen and extend the learner's language. The teaching of African languages also has to be responsive to changes which are taking place today, as happens with any language. In multi-lingual urban areas, especially, young people are devel-

oping their own idiom which conservative speakers of the language or languages would consider "impure" or "incorrect". The teaching of the First Language must include an awareness of the fact that there is a standard form of the language which is applicable to writing and more formal situations, whereas the spoken language has range of varieties not only in terms of dialects, but also from very formal and polite language to informal language and slang.

The classroom must be a language-rich environment, not only in terms of using the First Language orally, but also a print-rich environment. Every classroom should have a reading corner with published readers, local stories, poetry and prose developed in conjunction with the local community, the learners' own creative writing, and annotated posters and displays which the learners produce. A wide variety of media should be used to trigger discussions, role-plays and creative writing, from local language radio stations, to picture without any words, aspects of pop culture and children's culture.

Although few schools have computers available for the use of the learners, teachers should develop an awareness of present-day information technologies amongst the Lower Primary Phase learners. Word processing programmes have been adapted for all the African language orthographies, and schools that have computers should install these for teachers and learners to use for producing texts. Some learners will have computers at home. Awareness of information technology can be strengthened by discussing where the learners see computers and information technology in their local environment, and what they are used for, and reading stories or discussing pictures about information technologies. Those that have access to computers should be encouraged to work with them and to share their experience with peers.

8. SKILLS TO BE ACQUIRED

Listening and Speaking Skills

Preparatory tasks, develop auditory skills, phonics, word sound production, respond, identify sounds from pictures, and distinguish between different sounds and words, syntactic and phonic cues for decoding unknown words, act out, discuss, demonstrate, give instructions, compare, tell, ask, answer, express feelings, suggest, reflect and create.

Develop awareness of the structure of language and develop vocabulary.

Reading Skills

Preparatory tasks, eye muscle development, eye focus, develop understanding of the conventions of print, from pretend and emergent reading to actual reading in Grade 1, incidental, informal and formal reading, reading for understanding comprehension, use dictionary to look up unknown spellings, use own spelling, reading for enjoyment, recognise letters and words/letter with pictures, match, identify initial and ending sounds, word sound production, sight words.

Develop language structure, syntax, and style; deepen uses and understanding of punctuation, vocabulary development.

Reading for information.

Writing Skills

Preparatory tasks, develop awareness of the difference between drawing and writing, large flowing drawing movements, emergent writing, transition to practicing mechanical writing skills, fine motor muscle, grip and posture, use writing tools, rhythm, speed and style, line exercises, tracing, form patterns, create own writing for different purposes, own spelling, behave like a writer, learn alphabet in lower and upper case, basic punctuation, copy words, write words, sentences, paragraphs on various topics, write own vocabulary, creative writing, practise formal handwriting skills and writing skills of drafting paragraphs and compositions and do self-editing

Language Structures and Language in Use

Phonic recognition, compare phonic sounds and rhyming, apply phonics in reading, speaking and writing, recognise and apply basic grammatical features, syntax, style.

9. CROSS-CURRICULAR ISSUES

In the Lower Primary Phase the content matter used for language and literacy learning corresponds largely to themes from Environmental Studies. It is important to synchronise the development of vocabulary and concepts in language and reading with vocabulary used in other subject areas. This will make learning meaningful and put it into context in Environmental Studies.

The main cross-curricular issues are integrated throughout the curriculum in all phases, and comprise Population Education, HIV and AIDS education, Human Rights and Democracy and Environmental Awareness. These are anchored in the various subject syllabuses. (See chart in the Curriculum Overview). In the light of the HIV and AIDS pandemic, it is especially important to use the First Language lessons to enable the learners to give expression to their perceptions and feelings about HIV and AIDS and the effects it has on the individual and the community. They should learn to be open and unafraid about the issues, and develop a positive self-image and self-confidence as a preparation for strengthening their communication skills in the next phase of education to be able to support those who are infected and affected, and to be able to stand up against any form of sexual harassment or violation. Already in the Lower Primary Phase, the learners should develop hope in the fact that if they act sensibly as they grow up, they can remain free of HIV and AIDS and help others to do so as well.

10. OUTLINE OF LEARNING CONTENT

See pages 34 to 45.

11. ASSESSMENT

Assessment in First Language in the Lower Primary Phase includes informal less structured and more structured continuous assessment, done during normal classroom activi-

Cross-Curricular Issue	Environmental Studies	Language	Mathematics	Arts	Religious & Moral Education
Environmental Education	Natural Environment: Impact of human behaviour on water, plants, weather	Talking, listening to and reading stories, creative writing about the environment	Data handling: Picture graphs – consumption of water per week	Collage, using materials from the environment; visual art, songs and drama about the environment	Stories about the creation and environment; environmental values education
HIV and AIDS Education	Caring for our environment Healthy eating; Health services; Behaviour towards and care for relatives/friends/ neighbours	Talking, listening to and reading stories, creative writing about health, caring, illness, death	Data handling: Pictographs; Time; Money	Drawing, painting, songs, drama, about HIV and AIDS, and about one's own feelings about it	Stories about care, comfort and healing of sick people; the value of life and the individual
Population Education	Impact of settlements on the environment	Talking, listening to and reading stories, creative writing about families	Data handling: Picture graphs – boys and girls in the class/family	Population issues expressed through drawing, music, drama	Customs, beliefs and values of
Human Rights and Democracy Education	Culture: Customs and religious ceremonies Traditional stories The right to shelter, clean water & environment, food and education	The right to one's own language; talking, listening to and reading stories, and writing in one's own language	Data handling: Picture graphs	Visual art, songs, music, drama about Human Rights, Children's Rights, Rights of the Girl Child; expressing oneself freely	The right to freedom of religion

ties. Continuous assessment is most important for following the learners' progress and giving feedback on an ongoing basis. The main purpose of assessment will be to obtain as reliable a picture as possible for the learners' progress and level of achievement in relation to the basic competencies. Assessment information will be used to:

- Inform the learner and her/his parents of progress and achievements
- Inform the teacher of problems in the learning process and guide compensatory teaching
- Evaluate the teaching/learning process in order to adapt methods and materials to the individual progress and needs of each learner to continually improve the working atmosphere and achievements of the class.

A broad range of informal assessment procedures should be used, such as practical tasks, observational techniques, informal questioning, discussion and peer assessments, etc. Assessments should concentrate on the basic competencies and must be related to the objectives for each topic and may include individual, pair and group activities. The learners' participation and involvement and their contributions to group work must also be taken into account. At each step of the learning process, the teacher must be sure that the learners are achieving the basic competencies.

Handwriting skills are integrated but should still be assessed. In Grades 3 and 4 where the writing skills are well established, some pieces of written work by learners can also be assessed as part of the continuous assessment on an ongoing basis. For Grade 3 and 4 the First Language written work should be mostly informally assessed, but formal assessment of written work should also be included, such as answering of open-ended questions.

In addition to ongoing informal less structured continuous assessment, there should also be more structured continuous assessments. At the end of each term an average grade for the continuous assessment done should be recorded and reported to the learners and parents.

The levels of grading are:

- A: The learner is outstanding and has achieved all the competencies exceptionally well.
- B: The learner has achieved all the competencies very well.
- C: The learner has achieved all the competencies satisfactorily.
- D: The learner has achieved most of the basic competencies.
- E: The learner has achieved only a few of the basic competencies.

Points, ranging from 5=A to 1=E, should be used to average out marks and then converted into letter grades.

No percentage marks are being used at this level.

12. SYLLABUS GLOSSARY FOR LOWER PRIMARY PHASE: FIRST LANGUAGE

NB: The meanings given here apply to the word in the context of this syllabus only, and not necessarily to any other context.

Language structures – the grammar and syntax of the language

Phonics – method to teach reading by recognising the sounds that letters and combinations of letters represent

Syntax – the construction of phrases, sentences and paragraphs

THEMES AND TOPICS	LEARNING OBJECTIVES	Environmental Studies	Mathematics	BASIC COMPETENCIES
<ul style="list-style-type: none"> - People as sources of information - Stories - Rhymes/Songs - Instructions - Describing - Comparing - Preferences - Permission - Courtesies - Language in use - Vocabulary - Basic grammar 	<p>Learners will:</p> <ul style="list-style-type: none"> • Develop auditory and phonic awareness and skills • Interpret and construct meaning from spoken narratives • Use fellow learners, friends and teachers as sources of information • Learn how to use appropriate language in a variety of daily situations • Develop implicit understanding of basic grammar and punctuation and the need for using language correctly • Develop appreciation and awareness of creative language • Extend vocabulary 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Participate in hearing and speaking exercises • Identify phonic sounds; far/close; loud/soft; high/low sounds • Express own ideas, opinions, and experiences and listen to others • Listen to people to gather useful information on different subjects • Listen to narratives and stories, answer questions, retell parts • Participate in discussions, role-play, imitating, miming, singing and talking with others, using a wide vocabulary in correct language • Learn new words 	<p>By the end of Grade 1, the learners can:</p> <ul style="list-style-type: none"> • Demonstrate adequate phonic perception and articulation • Tell own and other short stories using simple and complex sentences and correct language structures • Respond with understanding to useful information in different areas • Use oral language creatively and with confidence • Ask questions to elicit information • Recognise about 2 000 words (passive vocabulary) 	
GRADE 1 (passive vocabulary range of about 2 000 words)				
LISTENING AND SPEAKING (Preparatory exercises integrated in the skills)				
READING (Preparatory exercises integrated in the skills)				
<ul style="list-style-type: none"> - Incidental reading - Informal reading - Songs and rhymes - Phonics - Reading to understand - Reading for enjoyment - Sight words and games - Vocabulary - Language in use - Handling of books 	<ul style="list-style-type: none"> • Develop eye muscles and use visual cues to make meaning • Become aware of the need to read and develop a desire to read • Learn to read words in various contexts and meaning • Learn to read picture books • Develop an awareness of the significance of books in society and how to handle them • Develop understanding of punctuation and basic language structures 	<ul style="list-style-type: none"> • Use finger/other puppets to exercise eye muscles: left to right, top to bottom movement • Develop imagination and desire to communicate and hear stories • Participate in card and word games, match and identify words to words and pictures, read phonics • In groups match words in short sentences using charts, read songs, rhymes, use word building cards, play word games • Page through and “pretend” to read picture books and class readers; with a small amount of text and short sentences related to the immediate environment 	<ul style="list-style-type: none"> • Demonstrate normal eye control • Read aloud with understanding prepared and unprepared 6-10-word sentences from illustrated class readers, using correct pronunciation <p>Within a range of about 500 words:</p> <ul style="list-style-type: none"> • Read aloud with understanding prepared and unprepared 6-10-word sentences from illustrated class readers, using correct pronunciation 	

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
	Learners will:	Suggested activities that could lead to achieving the competencies:	By the end of Grade 1, the learners can:
WRITING (Preparatory exercises and emergent writing integrated in the skills)			
<ul style="list-style-type: none"> - Handwriting Skills - Formal Text Writing 	<ul style="list-style-type: none"> • Develop fine motor muscles, hand/eye coordination, grip and sitting posture • Learn to write print script rhythmically and with speed 	<ul style="list-style-type: none"> • Participate in finger/motor skills/hand-eye coordination exercises, practise correct body posture, pencil grip and pre-writing skills • Establish dominant hand, handle tiny objects, scissors, brushes, tracing simple patterns, copying • Pretend to write, appreciate that writing and drawing are different; become familiar with various writing tools and appreciate the need to write • Experiment with lines, forms, using writing tools in activities that involve emergent and pretend writing • Extensive practice in writing letter patterns, writing words and numerals they know in the correct formation and sequence from left to right, starting, ending, correct width and space • Develop rhythm and speed • Exercise copying, writing words and numerals • Play writing games • Make own books with drawings and writing • Practise the correct formation of letters in print script when doing written class work 	<ul style="list-style-type: none"> • Use dominant hand and demonstrate correct grip using writing tools, correct body posture • Trace letters and numbers from left to right rhythmically on dotted lines, using appropriate guiding lines, on a smooth surface • Express what they want to in writing, using a mixture of invented spelling and conventional writing • Write letters and words legibly, and match and link those words to objects • Write 4-6 word sentences legibly in their own words applying correct formation, spacing, size and spelling from a writing vocabulary of about 500 words
LANGUAGE STRUCTURE AND LANGUAGE IN USE (Integrated in all Language Themes and Topics)			
<ul style="list-style-type: none"> - Vocabulary - Spelling - Grammar - Speaking - Writing 	<ul style="list-style-type: none"> • Develop a varied vocabulary of about 2 000 passive words 	<ul style="list-style-type: none"> • Discuss in class activities the meaning and application of new words, reflecting experiences in the school environment and community • Participate in language exercises, choosing the correct language structures 	<ul style="list-style-type: none"> • Demonstrate correct use of grammatical structures in speaking and writing

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 1, the learners can:
	<ul style="list-style-type: none"> Learn to apply basic/standard grammatical structures when speaking and writing and develop an awareness of the need for correct language Develop an awareness for the need to have a good command of spoken and written language 	<ul style="list-style-type: none"> Participate in group discussions, dialogue, role play and drama exercises, debating, storytelling, reporting and describing objects Practise correct spelling of all words in the vocabulary range and list new words daily 	<ul style="list-style-type: none"> Do prepared and unprepared written presentations of 4-6 sentences each, showing confidence, understanding of language structures, and using reasonably correct grammar and spelling in a vocabulary range of 500 words

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<p>Learners will:</p> <p>GRADE 2 (passive vocabulary range of about 4 000 words)</p>			
<p>LISTENING AND SPEAKING</p>			
<ul style="list-style-type: none"> - Stories - Rhymes/Songs - Instructions - Describing - Comparing - Preferences - Permission - Greetings - Language in use - Vocabulary - Basic grammar - People as sources of information 	<ul style="list-style-type: none"> • Interpret and construct meaning from spoken and written narrative information • Use appropriate language in a variety of daily situations • Develop appreciation and awareness of creative language • Extend vocabulary • Use fellow learners, friends, teachers and elderly people as sources of information 	<ul style="list-style-type: none"> • Listen to narratives and stories, answer questions, retell parts of them • Participate in discussions • Role play, imitate, mime, sing, recite and talk with others about objects, personal ideas/experiences/opinions using a wide variety of appropriate words and correct grammar • Reflect on culture, health and social issues in correct language • Learn new words and explain their meaning • Collect information on different topics, e.g. culture, environment, etc. • Listen to others' and create own rhymes, songs, riddles, stories • Report back in group discussions 	<ul style="list-style-type: none"> • Tell own and other short stories using simple and complex sentences and correct language structures • Listen to others for longer periods and respond appropriately, • Use everyday language fluently with understanding of intonation and expression. • Use a varied vocabulary in speaking • Use information to do tasks or projects
<p>READING</p>			
<ul style="list-style-type: none"> - Informal reading - Songs and rhymes - Phonics - Reading to understand - Reading for enjoyment - Sight words and games - Vocabulary - Language in use - Handling of books - Use dictionary 	<ul style="list-style-type: none"> • Learn to read sentences in simple texts, with appropriate expression • Develop an awareness of the importance of books and know how to handle them • Read silently • Continue developing phonic awareness 	<ul style="list-style-type: none"> • Participate in reading games • Match and identify synonyms, antonyms, language structures and phonics • In groups, sing songs, recite rhymes and play word games • Page through books, do spot reading from class readers, self-selected books in the reading corner, practise finding words in the dictionary, perform sight reading exercises • Listen to stories and read aloud • In groups, role play the stories in rhymes, songs and readers • Use self-correcting strategies such as reading and pausing, sounding out. 	<ul style="list-style-type: none"> • Read aloud various short prepared and unprepared paragraphs/passages from class readers of about 10/20 words each, using correct pronunciation and expression • Describe what the texts are about • Use a reading vocabulary of about 1 000 words • Describe the meaning of words learnt in simple terms • Read silently from class readers or supplementary readers and talk about the stories

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<p>WRITING</p>			
<ul style="list-style-type: none"> - Handwriting Skills - Formal Text Writing and Creative Writing 	<p>Learners will:</p> <ul style="list-style-type: none"> • Write print script fluently • Develop writing skills 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Practise extensively neat print writing of letters and numerals, also in uppercase, in the correct formation and sequence from left to right • Practise correct starting, ending, correct size and spacing • Develop rhythm and speed, writing in the guiding lines • Hold writing tools correctly, sit in correct posture • Copy sentences they can read • Play writing games • Write short paragraphs about own feelings/experiences/ideas, and attend to neatness in letter formation • Write short own paragraphs/passages correctly without help • Copy writing from posters and the chalkboard • Revise own writing • Make books with drawings • Exercise the correct spelling of words, especially new words in their vocabulary • Use the dictionary to check spellings 	<p>By the end of Grade 2, the learners can:</p> <ul style="list-style-type: none"> • Demonstrate correct body posture and correct pencil grip • Write words correctly • Complete 10 lines/50 words continuous writing in legible print script in 20 minutes • Write 6-10 sentences (paragraph/passage/composition) in their own words in legible handwriting with correct letter formation, spacing, size, punctuation and spelling from a writing vocabulary of about 1 000 words
<p>LANGUAGE STRUCTURE AND LANGUAGE IN USE (Integrated in all Language Themes and Topics)</p>			
<ul style="list-style-type: none"> - Vocabulary - Spelling - Grammar - Speaking and Writing Proficiency 	<ul style="list-style-type: none"> • Develop a varied vocabulary of about 1 000 words • Apply basic grammatical structures correctly and develop increased awareness of the need for correct language 	<ul style="list-style-type: none"> • List and discuss in class the meaning and application of new words learned from all subject areas, reflecting experiences in the school environment, community and beyond • Do grammatical exercises in the class, choosing the correct tense or language structure 	<ul style="list-style-type: none"> • Use grammatical structures correctly in speaking and writing • Use language fluently and expressively when presenting prepared and unprepared topics orally and in writing

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 2, the learners can:
	<ul style="list-style-type: none"> Develop an awareness for the need to have a good command of spoken and written Mother Tongue language, and know how to improve it 	<ul style="list-style-type: none"> Participate in group discussions, dialogue, role play and drama exercises, debating, storytelling, reporting and describing objects Use correct language and practise the extension of vocabulary and correct spelling Practise correct spelling and use the dictionary to find meaning and application of words 	<ul style="list-style-type: none"> Demonstrate understanding of language structures and the meaning of words and use correct grammar and spelling

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language	
<p>THEMES AND TOPICS</p> <p>Learners will:</p>							
<p>LEARNING OBJECTIVES</p>							
<p>APPROACHES</p> <p>Suggested activities that could lead to achieving the competencies:</p>							
<p>BASIC COMPETENCIES</p> <p>By the end of Grade 3, the learners can:</p>							
<p>GRADE 3 (passive vocabulary range of about 6 000 words)</p>							
<p>LISTENING AND SPEAKING</p>							
<ul style="list-style-type: none"> - Stories - Rhymes/Songs - Creative language - Factual information - Instructions - Describing - Comparing - Preferences - Permission - Courtesies - Language in use - Vocabulary - Basic grammar 	<ul style="list-style-type: none"> • Interpret and construct meaning from spoken and written narratives on various topics • Learn how to use appropriate language in a variety of daily situations • Understand basic grammar, tone and style and the need for correct syntax • Develop awareness and appreciation of creative language • Demonstrate an interest in and ability to discuss issues • Extend vocabulary • Use fellow learners, friends, teachers and elderly people as sources of information 	<ul style="list-style-type: none"> • Listen to narratives and stories on various topics, answer questions, retell parts of them • Participate in discussions • Role play, mime, sing and recite • Talk with others using a wide variety of appropriate words, correct grammar and syntax culture, in correct language. • In groups/pairs learn and practise the use of new words and explain their meaning in context • Use appropriate language for different purposes with different people, e.g. interviews, role-plays • Create own oral rhymes, poems, stories and other texts • Talk about relevant topics • Use knowledgeable people to contribute to needed information, e.g. health, nutrition 	<ul style="list-style-type: none"> • Listen and respond appropriately • Tell prepared and unprepared short own and other stories • Answer questions and present information in simple and complex sentences, using correct language structures • Use everyday language fluently showing understanding of syntax, intonation and expression • Recognise, and use with comprehension a varied vocabulary and syntax in speaking • Use available information to do projects, etc. 	<p>Within an active vocabulary range of about 1 500 words:</p> <ul style="list-style-type: none"> • Read aloud various prepared and unprepared paragraphs/passages from class readers and non-fictional sources of about 10/20 sentences, using correct pronunciation, and expression • Talk about the content and meaning of texts • Read silently for enjoyment on a regular basis 	<p>Participate in reading exercises from a variety of sources in groups, identify language structures, correct syntax and phonics</p> <ul style="list-style-type: none"> • Sing songs, recite rhymes and play language development games • Role play the stories in rhymes, songs and readers • Read paragraphs in simple texts with appropriate expression • Use self-correcting strategies such as re-reading, pausing and sounding out 	<p>Develop reading skills</p> <ul style="list-style-type: none"> • Develop an awareness of the importance of books/printed material • Learn how to read for information and how to handle books • Read silently for enjoyment 	<p>Formal and Informal reading</p> <ul style="list-style-type: none"> - Creative reading - Phonics/Style - Intonation/Expression - Reading with Understanding - Reading for Enjoyment - Reading for Information - Vocabulary - Language in use - Handling of books
<p>READING</p>							

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 3, the learners can:
WRITING			
<ul style="list-style-type: none"> - Handwriting Skills - Formal Text Writing - Creative Writing - Syntax and style - Vocabulary - Spelling - Word selection - Grammar 	<ul style="list-style-type: none"> • Print write neatly, rhythmically and with speed • Correctly write paragraphs/passages without help • Make own books 	<ul style="list-style-type: none"> • Page through books • Spot read from class readers • Practise finding information in factual texts using table of contents, paragraph and text information • Develop a wide vocabulary • Use the dictionary to look up words and their meanings • Do sight-reading exercises • Read silently stories from class readers or self-selected books • Listen to stories and read aloud 	<ul style="list-style-type: none"> • Discuss and retell stories
		<ul style="list-style-type: none"> • Practise extensively print writing of words and numerals, also in uppercase • Write in the correct formation and sequence from left to right • Practise correct starting, ending, correct size and spacing, developing rhythm and speed, writing in the guiding lines • Copy known and unknown sentences • Copy writing from posters, the chalkboard and printed texts • Answer questions in writing, using proper language and attending to neatness in letter formation (within a time limit) • Play writing games • Write short creative paragraphs/sentences, letters, about own feelings/experiences or observations • Record factual information from other subject areas • Draft and revise writing • Share own writing with others by displaying or reading aloud • Make booklets • Write every day; exercise correct spelling of words, especially new words 	<ul style="list-style-type: none"> • Demonstrate correct body posture when writing, correct pencil grip and write with rhythm and good speed Within a vocabulary range of about 1 500 words: <ul style="list-style-type: none"> • Write accurately and legibly completing 20 lines/100 words within approximately 15 minutes • Write legibly and correctly passages of about 20 well-structured simple and complex sentences

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
LANGUAGE STRUCTURE AND LANGUAGE IN USE (Integrated in all Language Themes and Topics)			
<ul style="list-style-type: none"> - Vocabulary - Spelling - Grammar - Speaking and Writing Proficiency 	<p>Learners will:</p> <ul style="list-style-type: none"> • Develop a vocabulary of about 1500 words • Apply basic grammar correctly when speaking and writing in all subject areas • Develop an awareness for the need to have a good command of spoken and written language, and know how to improve it 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • List new words learned reflecting experiences in the school, from all subject areas, the environment, wider community and beyond, and learn their meaning in context • Do grammatical exercises; choose the correct tense or language structure, practise syntax • Analyse the message carried by words and sentences in advertisements, invitation cards; announcements. • Participate in group discussions, dialogue, role play and drama, debating, storytelling, reporting and describing and expressing using correct language • Practise pronunciation, expression; correct spelling; clarity of communication • Practise correct spelling and use of the dictionary to find the meaning and application of words 	<p>By the end of Grade 3, the learners can:</p> <p>Within an active vocabulary range of about 1500 words:</p> <ul style="list-style-type: none"> • In speaking and writing, work with grammatical structures and demonstrate correct use of verbs, prepositions, adverbs, nouns, pronouns; present, past and future tense; singular, plural forms and recognise these in written texts • Present prepared and unprepared topics orally and in writing (20 sentences), fluently and expressively demonstrating understanding of language structures, meaning and syntax, using correct grammar and spelling

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
Learners will:	Suggested activities that could lead to achieving the competencies:	By the end of Grade 4, the learners can:	
GRADE 4 (passive vocabulary range of about 8 000 words)			
LISTENING AND SPEAKING			
<ul style="list-style-type: none"> - Stories - Poems/Songs - Creative language - Factual information - Instructions - Describing - Comparing - Permission - Language in use - Vocabulary - Basic grammar 	<ul style="list-style-type: none"> • Interpret and construct meaning from spoken and written narratives on various topics • Use language to give meaning to information in a variety of daily situations • Understand the role of grammar, tone and style and the need for correct syntax • Develop awareness and appreciation of creative language • Demonstrate an interest in and ability to discuss issues • Extend vocabulary and the ability of speak about topics • Know how to obtain information from the radio and TV (where available) • Use fellow learners, friends, teachers, elderly people and experts as sources of information 	<ul style="list-style-type: none"> • Listen to narratives on various topics and to stories • Analyse; answer questions on comprehension and content; retell parts • Participate in dialogue and discussions on various topics and issues; role play, mime, singing, recite • Talk to others about issues and situations • Practise using a wide variety of appropriate language skills in word choice, correct grammar and syntax • Recite own and others' poems and tell own and others' short stories in an engaging way • In groups/pairs, learn and practise the use of new words and explain their meaning in context and compile a list of new vocabulary • Listen to radio and watch TV (where available) • Know who can contribute to information about history, homemaking, etc. 	<ul style="list-style-type: none"> • Listen and respond appropriately • Use correct language structures fluently in simple and complex sentences • Tell prepared and unprepared short stories • Make presentations of 20/30 sentences on factual topics • Answer and ask questions • Discuss the main idea of a text and relate this to own experience • Express value issues clearly and strongly (social/moral/cultural)
<ul style="list-style-type: none"> - People as sources of information 			<ul style="list-style-type: none"> • Report on information after having listened to the radio and watching TV (where available) • Use information in connection with specific topics

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<p>READING</p>			
<ul style="list-style-type: none"> - Formal and Informal reading - Creative reading - Phonics/Style - Intonation/Expression - Reading with understanding - Reading for enjoyment - Reading for information - Vocabulary - Language in use - Handling of books 	<p>Learners will:</p> <ul style="list-style-type: none"> • Learn to read paragraphs in simple and difficult texts from a variety of sources with appropriate expression • Develop an awareness of the importance of books/printed material in society • Know how to find information in books and how to handle and respect them 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Listen to stories read aloud; participate in reading exercises; read a range of texts silently • Identify and practise difficult sounds; practise correct syntax and phonics in groups • Sing songs, recite poems, play language development games • Page through books, spot-read from readers, textbooks, magazines and look for factual information in texts using table of content, paragraphs • Find words and their meanings in the dictionary • Perform sight-reading exercises and explore other materials for factual information; read on own • Introduce the use of internet (where available) • In groups role play stories, poems, songs; make oral presentations on factual topics • Analyse oral, visual and written texts 	<p>By the end of Grade 4, the learners can:</p> <ul style="list-style-type: none"> • Within an active vocabulary range of about 2 000 words: • Read aloud various prepared and unprepared paragraphs/passages of about 10-20 sentences from class readers and non-fictional sources, using correct pronunciation and expression • Talk about the content and meaning of texts • Read silently, and talk about the stories read/ information collected • Discuss and retell stories
<p>WRITING</p>			
<ul style="list-style-type: none"> • Handwriting Skills - Legibility - Speed - Accuracy - Fluency - Rhythm 	<ul style="list-style-type: none"> • Write legibly, accurately and fluently, maintaining good rhythm and speed 	<ul style="list-style-type: none"> • Monitor each others' writing activities for legibility, rhythm, speed and accuracy • Do remedial tasks where needed 	<ul style="list-style-type: none"> • Within an active vocabulary range of about 2000 words: • Demonstrate legible handwriting and complete all written tasks accurately and on time

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<p>Learners will:</p> <ul style="list-style-type: none"> • Formal Text Writing <ul style="list-style-type: none"> - Creative Writing - Subject Assignments - Questions and answers - Syntax and style - Vocabulary - Spelling - Word selection - Grammar 	<p>Learners will:</p> <ul style="list-style-type: none"> • Write correctly and legibly short own paragraphs and passages on fictional and factual topics • Copy from different printed texts; answer questions in writing, using proper language within a time limit • Practise reinforcement of basic retrieval and reference skills 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Copy texts from various sources • Practise writing short paragraphs, letters, cards about own feelings and experiences or observations • Record factual information from other subject areas • Draft and revise own writing; share own writing with others by displaying or reading aloud • Share information through e-mail (where available) • Exercise correct spelling daily, especially new and difficult words • Practise using the dictionary • Play alphabet games and do exercises to enhance skills of retrieving books from the library • Discussions to promote good reading habits 	<p>By the end of Grade 4, the learners can:</p> <ul style="list-style-type: none"> • Write creative and factual texts of about 20 well-structured simple and complex sentences, using correct punctuation, grammar and spelling • Use e-mail (where available) to communicate with other people • Identify the alphabet to enable them to find books in a resource centre • Demonstrate good reading habits and a love for books
LANGUAGE STRUCTURE AND LANGUAGE IN USE (Integrated in all Language Themes and Topics)			
<ul style="list-style-type: none"> - Vocabulary - Spelling - Grammar - Syntax - Proficiency in: <ul style="list-style-type: none"> Listening Speaking Reading Writing Communication 	<ul style="list-style-type: none"> • Develop a vocabulary of about 8000 words • Listen and speak confidently • Apply basic grammar correctly when speaking and writing and show understanding and skills in using correct syntax and style when communicating • Develop an awareness of the need to have a good command of spoken and written language, and know how to improve it • Develop good reading habits 	<ul style="list-style-type: none"> • List new words learned in all subject areas, reflecting experiences in the school, environment, the wider community and beyond, and know their meaning in context • Use the dictionary frequently • Do grammatical exercises • Choose the correct tense or language structure; practise syntax; word selection in: small ads, invitation cards; announcements and short texts • Participate in group discussions, dialogue, role play, drama, debate, storytelling, reporting and describing, using correct language and pronunciation, with expression and clarity of communication • Practise correct spelling daily 	<p>Within an active vocabulary of about 2000 words:</p> <ul style="list-style-type: none"> • Recognise and correctly use parts of speech, tenses, and forms of address in speaking and writing • Use fluent and expressive language when presenting prepared and unprepared topics orally and in writing (texts of about 20 sentences) • Demonstrate understanding of language structures, syntax, and meaning of words



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

SYLLABUS

SECOND LANGUAGE

ENGLISH VERSION

GRADES 1-4

For Implementation
2005 – Grades 1 and 2
2006 – Grades 3 and 4

2005

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1. INTRODUCTION

One of the basic aims of the broad curriculum is the development of functional literacy and language skills in English Second Language. This involves:

- Developing positive attitudes toward the English language
- Through informal and formal approaches, enabling learners to acquire an adequate command of English for their everyday purposes in school and the community

The time allocation for English Second Language under optimal circumstances is 5 periods per week in Grades 1 and 2, and 9 periods per week in Grades 3 and 4.

2. RATIONALE

English is the official language of Namibia and therefore has a special place and function in education. English Second Language is a subject for all learners from Grade 1 through to Grade 12, who do not have English as their home language. In addition, English is the medium of instruction from Grade 4 upwards. It is therefore essential for all learners who are not home language speakers of English, to learn the language to allow them to cope with the demands of education and real life in Namibia. In the Lower Primary Phase, English Second Language as a subject promotes the development of English language skills in such a way that learners will have a sound basis to be able to progress further. The purpose of English Second Language in Grades 1-3 is to prepare for the transition to English as the medium of instruction in Grade 4. The purpose of English Second Language in Grade 4 is to provide a careful transition from teaching/learning in the home language to teaching/learning through the medium of English. This purpose will be fulfilled by consolidating the knowledge content learnt through the medium of the home language in different areas of learning, and by consolidating and extending the learners' language skills in English.

The English language is also an essential life skill and unifying force in the multi-lingual and multi-cultural society of Namibia. Although the purpose of English Second Language in the Lower Primary Phase is to prepare for and facilitate English as a medium of instruction, it is also part of the preparation for life outside and after school.

This syllabus promotes the following general aims:

- to support creativity, intellectual development, and communication skills
- to help learners develop self-confidence and a better understanding of the world they live in
- the development of positive attitudes and values, and understanding of local social and cultural issues
- to develop a greater awareness of and sense of responsibility towards health and population issues, HIV and AIDS, the environment, and democracy and Human Rights

It also promotes the following specific aims:

- to enable learners to function adequately in English as a medium of instruction from Grade 4
- to give the learners the skills to consolidate and extend basic English for further progress in education

- to start developing competence in English as the official language in public life

3. BASIC COMPETENCIES AND LEARNING OUTCOMES

All basic competencies in English Second Language are important, because if these basic competencies are not achieved by the end of Grade 4, the learner will have considerable difficulties in going on through the next phase of education, which is in the medium of English. Every learner develops in his/her own way and pace, and therefore each learner's development in the basic competencies must be followed especially closely throughout the four years. If some learners are not progressing in the basic competency areas during each year, more time must be given in class to reinforcing their learning through greater individual attention using a variety of approaches, methods and materials.

The basic competencies in the syllabus indicate the minimum that should be attained by the learners. They are not intended to limit the initiative of the teacher or the class, and teachers are encouraged to extend their learners beyond the basic competencies. On completing the Lower Primary Phase, all learners should respond appropriately to instructions and questions; ask for permission to do things or ask for things they need or want to know; read prepared and unprepared complex sentences from a variety of fictional and non-fictional texts; write several simple and complex sentences; recognize and appropriately use basic English language structures in speaking, reading and writing, where errors do not hinder comprehension or clarity, within a passive vocabulary of about 4 000 and an active vocabulary of about 1 000 words.

Nearly all learners will be able to achieve all the basic competencies at least satisfactorily, and a few will excel in all of them. A few will just be able to achieve satisfactorily if they receive support teaching through adapted approaches, materials and the assistance of peers. A very small number of learners may have special educational needs to a degree which requires greater individual attention and resources than the other learners, and they should receive compensatory teaching as much and as long as is needed.

Learning Outcomes

On completing Grade 4, the learners can understand, speak, read and write English as a Second Language well enough within a limited range to continue learning through the medium of English in the next phase.

4. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

Introducing learners to English Second Language as a subject in Grade 1 should be done in an informal and gradual way. The phase: in psycho-motor and perceptual activities leading to reading and writing are dealt with in the First Language, and are transferable skills not only to English but also to all subjects. Similarly, the phase-in sensory-motor activities in Arts are relevant general or transferable skills for language learning. If additional time is needed for practising these skills, English lessons can be used, but the medium of instruction will necessarily be the home language. The intro-

duction to English at the beginning of Grade 1 should be based on informal approaches, such as carefully structured play-like activities and games which focus on specific language functions, notions, structures, sounds or skills.

In English Second Language, there is a rapid progression in the challenges to and demands on teaching and learning from Grade 1 to Grade 4. Few learners start from scratch: nearly all will have acquired some English, or some sort of English, from their home and local environment. As they get used to the school environment and conditions of learning throughout Grade 1, they will be better placed to apply English to the school situation. As they progress through Grades 2 and 3, the subject will focus closely on developing what they need to use in English as a medium of instruction in Grade 4, but in an engaging and motivational way. Progress in Grade 4 will be the most demanding since this is the year of transition to English as the medium of instruction. Exposure to English during Grade 4 will be much greater than before, since it will be in all subjects. However, teachers must support learners through the transition by code-switching with the Home language/First Language whenever the transition to English is not experienced as a positive learning challenge, but is too abrupt or demanding and to the detriment of learning. For this reason, Grade 4 is largely a consolidation year in other subjects, but in English Second Language it is a year of both consolidation and extension. It is to be expected that most learners will not experience the transition from the Home language to English as easy, especially in the beginning, hence the importance of reinforcement and building confidence in what they learn as they go through Grades 1-3.

Giving special attention to the contrasts between the home languages of each learner and English is a special feature of the subject in this phase, but cannot be prescribed in detail in the syllabus. The great majority of learners have an African language background, either from the Khoe family of languages (Khoekhoegowab and the San languages) or from the Bantu family of languages (Otjiherero, Oshikwanyama, Oshindonga, Romanyo, Setswana, Silozi, Thimbukushu). The sounds, rhythm, structures and concept formation of these languages often contrast greatly to English. Some learners have a first language from the same family of languages as English (Afrikaans and German, within the Germanic group) and thus have a much greater degree of similarity with English. The choice of which sounds and grammatical structures need to be practised most in the classroom will therefore depend on analyzing what is most difficult for the learners according to their language background. For all speakers of an African language, it is the rhythm and intonation of English which is most important and most difficult to get right: which syllable has the main stress, and if the voice goes up, down or remains the same in questions and statements. Which English sounds are unfamiliar to the learners will vary according to the home language: e.g. for some, the distinction between r and l will be new, or v, w, or t, d and th; for others it will be the difference in pronouncing the same letters, such as the -lm combination; and so on. The same applies to grammatical structures e.g. she/he where only one pronoun would be used for both in the home language.

The balance between the skills of Listening and Speaking, Reading and Writing, is weighted towards Listening, Speaking and Reading in this phase. Handwriting skills as such are taught in the medium of the First Language/Home language and are transferable to writing English. The orthography of the African languages is based on the same Latin alphabet as the European languages, so the formation of letters is the same. However, each language has some combinations of letters which are unique, and special attention should be given to practising writing those combinations of letters in English which contrast to those in the home language. This should be done as they arise from the English that learners are familiar with already and use in the classroom, or which is new to them.

In Grade 1, the main emphasis is on listening and speaking and very little reading or writing is attempted. Only as reading and writing skills are developed in the First Language in Grades 2 and 3 will they gain more place in English, and learners should be encouraged to read extensively and to write freely.

5. GENDER ISSUES

Teachers should be aware that girls tend to develop quicker and tend to be more proficient in language than boys, and that females and males have differences in the way they use language. These differences can be used as a resource in the classroom by mixing girls and boys together in groups in language lessons. The language subjects are also the lessons where much of the time is used on value issues: identity, feelings, choices, conflicts, and questions. The different patterns of thinking about values, which males and females tend to have, can be used to enrich each other, in a similar way.

All materials should be analysed to ensure that they promote gender equity, and boys and girls should be treated equally, and brought up to treat each other equally.

6. LOCAL CONTEXT AND CONTENT

English is the language of globalisation, and English is present in the everyday life of the learners: in advertisements, signs, posters, labels, packaging, popular culture (especially in pop songs, TV programmes, radio, the Internet), cartoons, comics, newspapers and magazines. It has become an integrated part of the learners' culture to a greater or lesser degree, even in the remotest areas of the country. Youth and adults knowingly and playfully mix English words or idioms with their home language. This means that the teacher has ample opportunity to use what the learners have already acquired from their immediate environment to create a connection between the English they know or are aware of, and the English they need for school. It is only by developing awareness of how English can be used to assert local culture and context, that the negative effects of language globalisation through English can be counteracted.

The teacher should refer to and use the local context to show how words and ways of expressing oneself which are new to the learners can be used to describe the world around them, as well as introducing the wider world beyond the immediate and local. What children and young people identify with in their own sub-cultures is part of the local context and content

for the learners. There is a rich store of children’s culture in English with which the learners can identify and which the teacher can tap into: song, games, rhymes, jokes (although some humour requires a sophisticated level of language and cultural understanding), cartoons, comics and the pop culture in general. However, this should be done in such a way that it does not oppose or threaten the learners’ own home culture, or the process of cultural alienation will be set in motion. Through a balance between relevance to local context and content, and identifying with those aspects of the English language culture which appeal to them, the learners can find out how to “be themselves” in English.

7. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is learner-centred. This approach ensures optimal quality of learning when the following principles are put into practice.

The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment and also from own experiences in school. Learning in school must involve, build on, extend and challenge the learner’s prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons. The performance background of learners in previous Grades will assist the teacher in the planning for teaching to suit the learners better.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic area of content. In Grade 4 there will be more opportunities to do this than was the case during the previous years since learners will have more skills and background.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair and group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher’s guidance.

The communicative approach is to be used in teaching English as a Second Language. Emphasis is put on creating small situations where it makes sense to learn or practise the language function to be mastered. Listening activities are an important foundation for all the other skills. Guessing what might be said, or what is missing, and anticipating what might come next in a story or dialogue, are amongst the techniques which stimulate language development. Short, structured dialogues and role-plays will be used frequently to transform passive into active vocabulary. There should be a wide variety of reading texts at the appropriate level available in the classroom, so that learners can develop a culture of reading in English as well as in the First Language. Much of the language skills developed in the home language can be transferred to English as a Second Language, but within a more restricted range of vocabulary and grammar.

Some formal teaching will be necessary but should be used selectively. Focussed exercises on difficult sounds in context, or on particular grammar points which are difficult owing to contrasts to the home language, may be needed for support. However, errors are not necessarily a reflection of a lack of ability, rather, they are ways of trying out the language, and remedial exercises should be part of a process of development. Since being able to write English legibly and with reasonable speed and rhythm are necessary to be able to continue in the next phase of education, some attention can be given to formal techniques of handwriting in Grade 4 if lack of handwriting skill limits ease of writing in English. The same demands on legibility should be made in English as in the First Language throughout the phase.

Although few schools have computers available for use by learners, teachers should develop awareness amongst learners of present-day information technologies and the need to know English to be able to use them. Some learners will have computers in their homes, and they are widely used in shops, banks and offices. In stories, which they read, or from pictures and in discussions, some basic information on computers and other information technologies can be shared. Those schools that have access to computers should encourage learners to work with them in English, e.g. in developing booklets of their own work.

8. SKILLS TO BE ACQUIRED

Listening and Speaking

Listen, respond, identify sounds, perform oral instructions, demonstrate understanding, Incidental, informal and formal speaking, exercise sounds and phonics, recite rhymes and sing songs, informal and formal vocabulary development and application, good use of language structures, tell own stories and convey factual information.

Reading

Establish good reading habits and approaches, incidental reading, formal reading, read unprepared sentences and paragraphs, show enjoyment in reading and appreciate books, use reading skills to relax, learn and collect information from books and other material.

Writing

Develop confidence in writing, use language structures, punctuation and spelling without serious errors, write about own experiences, do creative writing, write factually.

9. CROSS-CURRICULAR ISSUES

In the Lower Primary Phase the content matter used for language and literacy consists of themes from Environmental Studies and from Religious and Moral Education. It is impor-

tant to develop vocabulary and concepts in English with the themes of other subject areas. This will make learning meaningful and put all learning into context.

The main cross-curricular issues, which are integrated throughout the curriculum in all phases, are Population Education, HIV and AIDS education, Human Rights and Democracy education, and Environmental Awareness:

Cross-Curricular Issue	Environmental Studies	Language	Mathematics	Arts	Religious & Moral Education
Environmental Education	Natural Environment: Impact of human behaviour on water, plants, weather	Talking, listening to and reading stories, creative writing about the environment	Data handling: Picture graphs – consumption of water per week	Collage, using materials from the environment; visual art, songs and drama about the environment	Stories about the creation and environment; environmental values education
HIV and AIDS Education	Caring for our environment Healthy eating; Health services; Behaviour towards and care for relatives/friends/neighbours	Talking, listening to and reading stories, creative writing about health, caring, illness, death	Data handling: Pictographs; Time; Money	Drawing, painting, songs, drama, about HIV and AIDS, and about one's own feelings about it	Stories about care, comfort and healing of sick people; the value of life and the individual
Population Education	Impact of settlements on the environment	Talking, listening to and reading stories, creative writing about families	Data handling: Picture graphs – boys and girls in the class/family	Population issues expressed through drawing, music, drama	Customs, beliefs and values of
Human Rights and Democracy Education	Culture: Customs and religious ceremonies Traditional stories The right to shelter, clean water & environment, food and education	The right to one's own language; talking, listening to and reading stories, and writing in one's own language	Data handling: Picture graphs	Visual art, songs, music, drama about Human Rights, Children's Rights, Rights of the Girl Child; expressing oneself freely	The right to freedom of religion

10. OUTLINE OF LEARNING CONTENT

See pages 54 to 59.

11. ASSESSMENT

Assessment English Second Language in the Lower Primary Phase includes informal less structured and more structured continuous assessment, done during normal classroom activities. Continuous assessment is most important for following the learner's progress and giving feedback on an ongoing basis. The main purpose of assessment will be to obtain as reliable a picture as possible for the learners' progress and level of achievement in relation to the competencies. Assessment information will be used to:

- Inform the learner and her/his parents of progress and achievements

- Inform the teacher of problems in the learning process and guide compensatory teaching
- Evaluate the teaching/learning process in order to adapt methods and materials to the individual progress and needs of each learner to continually improve the working atmosphere and achievements of the class.

A broad range of informal assessment procedures should be used, such as practical tasks, observational techniques, informal questioning, discussion and peer assessments, etc. Assessments must be related to the objectives for each topic and may include individual, pair and group activities. The learners' participation and involvement and their contributions to group work must also be taken into account. At each step of the learning process, the teacher must be sure that the learners are achieving the basic competencies.

In addition to ongoing informal less structured continuous assessment, there should also be more structured continuous assessments. At the end of each term an average grade for the continuous assessment done should be recorded and reported to the learners and parents.

The levels of grading are:

- A: The learner is outstanding and has achieved all the competencies exceptionally well.
- B: The learner has achieved all the competencies very well.
- C: The learner has achieved all the competencies satisfactorily.
- D: The learner has achieved most of the basic competencies.
- E: The learner has achieved only a few of the basic competencies.

Points, ranging from 5=A to 1=E, should be used to average out marks and then converted into letter grades.

No percentage marks are being used at this level.

12. SYLLABUS GLOSSARY FOR LOWER PRIMARY PHASE: ENGLISH SECOND LANGUAGE

NB: The meanings given here apply to the word in the context of this syllabus only, and not necessarily to any other context.

Code switching – switching between the language (=code) of the home language and the language (=code) of English

Second Language e.g. explaining something in the one language first and then repeating it in the other, to make sure the learners understand

Communicative teaching – an *approach* to teaching and learning language by creating as authentic communication situations as possible and using the language itself, rather than learning formal knowledge of the language (knowing and communicating through the language, rather than knowing about the language)

Functional curriculum – in language subjects, the language to be learnt is *selected* according to the specific functions and communication situations that the learners are to perform

Language structures – the grammar and syntax of the language

Notional curriculum – in language subjects, linked to the functional curriculum, and therefore sometimes called the functional-notional curriculum. It is the *organisation* of the language needed according to concepts or notions (e.g. greetings, questioning and enquiring, opinions, emotions, argumentation, time, space, action/state, things/abstracts, etc.), rather than by grammatical structure

Phonics – method to teach reading by recognising the sounds that letters or combinations of letters represent

Syntax – the construction of phrases, sentences and paragraphs

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
THEMES AND TOPICS						
LEARNING OBJECTIVES Learners will:		APPROACHES Suggested activities that could lead to achieving the competencies:		BASIC COMPETENCIES By the end of Grade 1, the learners can:		
GRADE 1 (passive vocabulary of about 500 words)						
LISTENING AND UNDERSTANDING						
<ul style="list-style-type: none"> Preparatory Exercises Stories, rhymes, songs Instructions, courtesies/greetings 	<ul style="list-style-type: none"> Develop listening skills to distinguish English from other languages Understand simple stories, rhymes and songs Respond to instructions and greetings Understand basic words in context 	<ul style="list-style-type: none"> Activities to learn English phonics: listening exercises, rhymes and songs presented by the teacher or from tape, radio, TV or video Perform various tasks in groups from oral instructions Learn new English words 	<ul style="list-style-type: none"> Distinguish English phonemes and tones Listen and respond/act appropriately to questions, basic instructions greetings, action songs and rhymes Distinguish objects shown/mentioned 			
SPEAKING						
<ul style="list-style-type: none"> Preparatory exercises Stories, rhymes, songs Instructions, courtesies/Greetings 	<ul style="list-style-type: none"> Be aware of the need to speak English Learn pronunciation Learn basic interactions 	<ul style="list-style-type: none"> Pronunciation and phonics exercises, tongue-twisters, imitate sounds (animals, machines, insects) Repeat rhymes, songs Role play greetings, instructions and commands Free discussion 	<ul style="list-style-type: none"> Pronounce words and phrases in English Answer simple questions Repeat short prepared sentences of 3-4 words on everyday classroom situations 			
READING						
<ul style="list-style-type: none"> Preparatory Exercises Incidental Reading 	<ul style="list-style-type: none"> Become aware of the need to read in English Informally read words and phrases 	<ul style="list-style-type: none"> Word and card games Reading games/exercises from picture books Label posters, match word/word, read labels from class materials 	<ul style="list-style-type: none"> Recognise a variety of words and read/repeat all single sounds Read words (including all single sounds) and sentences of 4-5 words from various types of text 			
WRITING						
<ul style="list-style-type: none"> Preparatory Exercises Incidental writing Development of Handwriting 	<ul style="list-style-type: none"> Develop fine motor muscles Become familiar with writing English Learn informally to trace and write words in print script only 	<ul style="list-style-type: none"> Experiment freely with lines, forms and scribble on various surfaces Establish dominant hand by handling tiny objects, scissors, brushes, etc. Trace and copy patterns and words in print script Write already known and newly-learned words, on posters and drawings, exercises and short sentences, in print script 	<ul style="list-style-type: none"> Demonstrate use of dominant hand and skills in holding writing tools Draw lines and patterns freely and colour pictures correctly and creatively Write known words singly, in phrases and sentences of 4-5 words in print script 			

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
GRADE 2 (passive vocabulary of about 1 000 words)			
LISTENING AND SPEAKING			
<ul style="list-style-type: none"> • Development of pronunciation and expression 	<ul style="list-style-type: none"> • Learn and understand rhymes and songs, and learn new words and English phonics 	<ul style="list-style-type: none"> • Phonics practice • Learn rhymes and songs; use pop songs they know • Ask and answer questions • Follow and give instructions • Retell parts of stories • Role play; make simple presentations 	<ul style="list-style-type: none"> • Listen and respond appropriately to questions and instructions • Present 6 to 10-word prepared sentences on everyday classroom issues • Retell parts of stories and tell own stories in 5-10 simple sentences
READING			
<ul style="list-style-type: none"> • Reading for understanding and enjoyment 	<ul style="list-style-type: none"> • Learn to read aloud in class • Develop good reading habits in English 	<ul style="list-style-type: none"> • Practise reading in groups, pairs and individually; parts of stories from readers; sentences on familiar issues on flashcards/chalkboard; cartoon captions • Read frequently in the reading/book corner of the classroom or library • Show respect for books and handle them with care • Make an own booklet of stories 	<ul style="list-style-type: none"> • Read with ease short prepared texts of 3-5 sentences and unprepared texts of 2 sentences • Show understanding of the texts by correctly answering comprehension questions and talking about them • Demonstrate good reading habits through eagerness to read
WRITING			
<ul style="list-style-type: none"> • Formal writing • Creative Writing • Development of Handwriting 	<ul style="list-style-type: none"> • Learn to write English words in short sentences in correct letter formation and sequence 	<ul style="list-style-type: none"> • Keep a vocabulary list of new words • Practise writing words and short sentences in correct print script, spelling and punctuation 	<ul style="list-style-type: none"> • Demonstrate the ability to write in English by completing 3 lines of words in print script within 10 minutes showing correct pattern, space and rhythm • Write 6 to 10-word sentences legibly, both prepared and unprepared, with correct spelling and punctuation

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
<p align="center">THEMES AND TOPICS</p> <p>Learners will:</p> <p align="center">LEARNING OBJECTIVES</p> <p>Suggested activities that could lead to achieving the competencies:</p> <p align="center">APPROACHES</p> <p align="center">BASIC COMPETENCIES</p> <p>By the end of Grade 3, the learners can:</p>						
<p align="center">GRADE 3 (passive vocabulary of about 1 500 words)</p> <p align="center">LISTENING AND SPEAKING</p>						
<ul style="list-style-type: none"> Development of pronunciation and expression 	<ul style="list-style-type: none"> Improve pronunciation and extend speaking skills 	<ul style="list-style-type: none"> Practise phonics, listen to stories, recite rhymes Listen to/sing songs Role play Discuss in groups Present topics Ask/answer questions Follow/give instructions Practise language structures Use spoken English in a variety of daily situations List new English words learnt, use them in activities and assignments and practise correct language structures in speaking and listening to others in a variety of speaking exercises corresponding to the topics 	<ul style="list-style-type: none"> Listen and respond appropriately Communicate through prepared and unprepared dialogue and presentations (about 50 words) Retell/explain parts of stories and tell own stories in 10-15 short sentences (about 50 words) - where errors do not hinder comprehension or clarity 			
<p align="center">READING</p>						
<ul style="list-style-type: none"> Reading for understanding, information and enjoyment 	<ul style="list-style-type: none"> Develop reading skills and fluency Develop a reading culture 	<ul style="list-style-type: none"> Reading aloud in groups/pairs/individually: stories from readers, rhymes, poems, comics, factual information from other materials In groups, find and extract information in books in the class/school library using tables of content, page references, chapters and text Make group booklets with a collection of stories, cartoons and articles on home, community, environment, health, etc. Read frequently in the reading/book corner of the classroom or library; show respect for books and handle them with care 	<ul style="list-style-type: none"> Read prepared and unprepared texts of about 50 words from fictional and factual texts Correctly answer comprehension questions on the texts and talk freely about them Find basic information from factual texts Demonstrate good reading habits through eagerness to read 			

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 3, the learners can:
WRITING			
<ul style="list-style-type: none"> • Formal writing • Informal factual writing • Creative writing 	<ul style="list-style-type: none"> • Improve formal and informal writing skills 	<ul style="list-style-type: none"> • Exercise copying words and short sentences to improve the formation and size of letters, rhythm and speed in print script • Practise correct spelling and punctuation at word and sentence level • Continue vocabulary list of new words • Practise factual and creative writing in short paragraphs 	<ul style="list-style-type: none"> • Complete 10 sentences (about 50 words in total) in print script within 10 minutes showing acceptable pattern, space and rhythm • Write prepared and unprepared paragraphs of about 100 words in length on familiar topics, using correct spelling, punctuation and language structures
LANGUAGE STRUCTURES AND LANGUAGE IN USE			
(Integrated in all language Themes and Topics as incidental learning)	<ul style="list-style-type: none"> • Develop awareness and mastery of language structures and fluency 	<ul style="list-style-type: none"> • Practise language structures: play grammar games, complete sentences correctly • Extend vocabulary: list new words from different subjects; word games, synonyms, antonyms, homonyms, etc. • Expressive use of English: dialogues, role play 	Within an active vocabulary range of 1500 words: <ul style="list-style-type: none"> • Use English expressively in simple and compound sentences, applying the basic structures correctly

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<p>By the end of Grade 4, the learners can:</p>			
<p>GRADE 4 (passive vocabulary of about 2 000 words)</p>			
<p>LISTENING AND SPEAKING</p>			
<ul style="list-style-type: none"> Development of fluency and expressiveness 	<ul style="list-style-type: none"> Understand and use oral English with confidence Know how to obtain information from the radio and TV (where available) 	<ul style="list-style-type: none"> Participate in listening exercises Practise English usage Listen to/talk about complex stories, cartoons, non-fiction, jokes Recite rhymes, sing songs; role play Group discussion; oral presentation of topics Oral activities and assignments Practise language structures Develop fluency and expressive skills Listen to the radio and watch TV (where available) 	<ul style="list-style-type: none"> Listen and respond appropriately Communicate adequately and appropriately through: <ul style="list-style-type: none"> everyday dialogue and discussion response to prepared and unprepared text and other media presentations (of about 100 words) (where errors do not hinder comprehension) Report information after having listened to the radio and watched TV programmes
<p>READING</p>			
<ul style="list-style-type: none"> Reading for content and style, information, and enjoyment 	<ul style="list-style-type: none"> Begin to read fluently Use books and printed material to find information Develop good reading habits and read for enjoyment Know how to obtain information from the Internet (where available) 	<ul style="list-style-type: none"> Read factual and fictional texts in groups/pairs/individually Recognise style and meaning Skim texts Popular culture: pop song and other texts, comics, cartoons Find and extract information from textbooks and books in the library Read frequently in the book corner/library for enjoyment In groups, make own booklets with collections of stories, factual texts and own creative writing Introduce the use of Internet (where available) 	<ul style="list-style-type: none"> Read fluently prepared and unprepared factual and fictional texts of about 150 words Correctly answer comprehension questions on the texts, and talk freely about them Find basic information from factual texts Demonstrate good reading habits through eagerness to read Discuss the use of Internet

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
WRITING			
<ul style="list-style-type: none"> • Formal Writing • Factual Writing • Creative Writing 	<ul style="list-style-type: none"> • Develop factual writing skills • Develop creative writing skills 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Write a variety of factual texts: labels, annotations to posters, paragraphs on topics from all subjects and cross-curricular issues using correct syntax and grammar • Sharing information through e-mail (where available) • Creative process writing in pairs/groups/individually to express own ideas, feelings and experiences, cards/advertisements, etc. with an increasing awareness of style • Practise intensively the correct spelling of difficult and new high frequency words and syntax in complex sentences 	<p>By the end of Grade 4, the learners can:</p> <ul style="list-style-type: none"> • Write prepared and unprepared factual texts of up to 200 words on familiar topics using correct grammar and spelling • Use e-mail to communicate with other people (where available) • Present own creative writing • Write English easily, legibly and with reasonable speed where errors do not hinder comprehension • Apply writing skills to all areas of learning where English is used as medium of instruction
LANGUAGE STRUCTURES AND LANGUAGE IN USE			
<p>(Integrated in all language Themes and Topics as incidental learning)</p> <ul style="list-style-type: none"> • Develop awareness and mastery of English language structures in the sound system, grammar, syntax and idioms • Use English adequately as the medium of instruction and for essential everyday purposes 	<ul style="list-style-type: none"> • Extend vocabulary: list new words from different subjects; practise spelling difficult and new high-frequency words • Play grammar games • Complete simple and complex sentences with correct grammar and syntax; practising simple and clear style • Practise phonics in use • Develop expressive skills 	<ul style="list-style-type: none"> • Use English correctly in speaking, reading and writing • Correctly apply the basic language structures, pronunciation, phrasing and pacing, using both simple and complex sentences of a fictional and factual nature 	<p>Within an active vocabulary range of 2000 words</p> <ul style="list-style-type: none"> • Use English correctly in speaking, reading and writing • Correctly apply the basic language structures, pronunciation, phrasing and pacing, using both simple and complex sentences of a fictional and factual nature

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

SYLLABUS

MATHEMATICS

ENGLISH VERSION

GRADES 1-4

For Implementation
2005 – Grades 1 and 2
2006 – Grades 3 and 4

2005

First Language

Second Language

Mathematics

Environmental Studies

Arts

Religious & Moral Education

Physical Education

First Language	<p>CONTENTS</p> <p>1. INTRODUCTION 63</p> <p>2. RATIONALE 63</p> <p>3. COMPETENCIES AND LEARNING OUTCOMES 63</p> <p>4. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE 63</p> <p>5. SUMMARY OF BASIC COMPETENCIES TO BE ACQUIRED 63</p> <p>6. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR TEACHING 63</p> <p> Learning Outcomes 63</p> <p>7. GENDER ISSUES 64</p> <p>8. LOCAL CONTEXT AND CONTENT 64</p> <p>9. APPROACH TO TEACHING AND LEARNING 64</p> <p>10. OUTLINE OF LEARNING CONTENT 65</p> <p>11. ASSESSMENT 65</p> <p>12. SYLLABUS GLOSSARY FOR LOWER PRIMARY PHASE: MATHEMATICS 66</p>
Second Language	
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Physical Education	

1. INTRODUCTION

This syllabus describes the intended learning and assessment for Mathematics in Grades 1 to 4. As a subject, Mathematics is within the mathematical area of learning in the curriculum, but has thematic links to other subjects across the curriculum. In the mathematical area of learning, learners understand and master a variety of mathematical skills, knowledge, concepts and processes, in order to investigate and interpret numerical and spatial relationships and patterns that exist in the world. It helps learners develop conciseness and logical and analytical thinking, and to apply them to other areas of learning and real life.

Under optimal circumstances, this subject would need 8 (Grade 1 and 2) and 9 (Grade 3 and 4) periods per week.

2. RATIONALE

Mathematics is a necessary tool within technology and science and other areas of life in society. Knowledge of Mathematics is also part of our culture. Mathematics can be used to convey precise information, and such information presupposes that the recipient has some understanding and knowledge of the subject. We need mathematical knowledge and skills in order to solve many everyday tasks, and to take care of personal interests and duties. It contributes to the development of logical and scientific thinking. It provides pleasure and satisfaction when learners solve problems and enjoy number games. Mathematics aims to promote the following:

- To develop a functional numeracy and mathematical thinking;
- To develop positive attitudes toward Mathematics;
- To enable learners to acquire the basic number concepts and numerical notation;
- To enable learners to understand and master mathematical concepts and operations;
- To enable learners to apply Mathematics in everyday life.

3. COMPETENCIES AND LEARNING OUTCOMES

On entry to the Lower Primary Phase in Grade 1, all learners should be socially, emotionally, cognitively and physically ready to begin with the formal learning process. The basic competencies in Computation, Measurement, Time and Money are important competencies: if the learner has not achieved these by the end of Grade 4, s/he will experience great difficulties going on without repeating the year and receiving special attention. A few learners will just be able to manage the basic competencies, and must receive compensatory teaching through adapted teaching approaches, adapted materials, and assistance from peers.

A very small number of learners have special educational needs to a degree which requires greater individual attention or resources. Some will have handicaps, which do not necessarily limit cognitive and affective learning and development (visually impaired, hearing impaired, physically handicapped). Learners with Down syndrome, other forms of mental handicap, or Attention Deficit Disorder, will have very differing competency profiles. Teaching, materials and assessment for these learners will be more specifically adapted in inclusive classes.

Learning Outcomes

On completing Grade 4, the learners can solve simple problems in everyday contexts by adding, subtracting, multiplying and dividing, estimating and measuring, within a limited number range.

4. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

Numeracy is one of the two core features of primary education, the other being literacy. Mathematics and the language subjects are thus the most important in the curriculum in this phase, where the foundation for irreversible literacy and numeracy is laid. Therefore, the syllabus is built around the basic competencies in computation, measurement, time and money related to the learner's everyday situations. Geometry is the mathematical understanding of space and in this phase consists of understanding basic shapes in the learner's environment. The themes of problem solving, number patterns and data handling are ways of working with, understanding, and communicating about and through Mathematics. The learners' mastery of Mathematics will grow as they begin to see the patterns of Mathematics and learn to handle data.

5. SUMMARY OF BASIC COMPETENCIES TO BE ACQUIRED

<ul style="list-style-type: none"> • Number Concept <ul style="list-style-type: none"> - Counting - Numbers - Subitising - Doubling and halving - Number patterns - Regrouping - Ordering and comparing - Odd and Even - Decade - Decomposition of numbers • Problem Solving <ul style="list-style-type: none"> - Solving problems in context • Computation <ul style="list-style-type: none"> - Addition - Subtraction - Multiplication - Division - Multi-step problems 	<ul style="list-style-type: none"> - Fractions • Measurement <ul style="list-style-type: none"> - Estimating - Measuring - Comparing - Ordering by length, mass and capacity - Time - Passage of time - Money - Namibian currency • Geometry <ul style="list-style-type: none"> - Geometrical figures • Data Handling <ul style="list-style-type: none"> - Pictographs - Bar graphs
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6. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR TEACHING

The content matter in the Lower Primary Phase is based on the themes in Environmental Studies. It is important to synchronise topics in all subject areas with the development of vocabulary and concepts in language lessons, in the case of Mathematics so that the learners can understand Mathematics and see how Mathematics relates to everyday life. The main cross-curricular issues integrated across and through

out the curriculum in all phases, are Population Education, HIV and AIDS education, Human Rights and Democracy, and Environmental learning. These are anchored in the syllabuses of various subjects, where the theme corresponds with the

subject content. Mathematics can be used to support learning in these cross-curricular issues as well as the themes of Environmental Studies (see chart in the curriculum overview).

Cross-Curricular Issue	Environmental Studies	Language	Mathematics	Arts	Religious & Moral Education
Environmental Education	Natural Environment: Impact of human behaviour on water, plants, weather	Talking, listening to and reading stories, creative writing about the environment	Data handling: Picture graphs – consumption of water per week	Collage, using materials from the environment; visual art, songs and drama about the environment	Stories about the creation and environment; environmental values education
HIV and AIDS Education	Caring for our environment Healthy eating; Health services; Behaviour towards and care for relatives/friends/neighbours	Talking, listening to and reading stories, creative writing about health, caring, illness, death	Data handling: Pictographs; Time; Money	Drawing, painting, songs, drama, about HIV and AIDS, and about one's own feelings about it	Stories about care, comfort and healing of sick people; the value of life and the individual
Population Education	Impact of settlements on the environment	Talking, listening to and reading stories, creative writing about families	Data handling: Picture graphs – boys and girls in the class/family	Population issues expressed through drawing, music, drama	Customs, beliefs and values of
Human Rights and Democracy Education	Culture: Customs and religious ceremonies Traditional stories The right to shelter, clean water & environment, food and education	The right to one's own language; talking, listening to and reading stories, and writing in one's own language	Data handling: Picture graphs	Visual art, songs, music, drama about Human Rights, Children's Rights, Rights of the Girl Child; expressing oneself freely	The right to freedom of religion

7. GENDER ISSUES

The Lower Primary Phase promotes equality of opportunity for males and females, enabling both sexes to participate equally and fully. Teachers should know and understand how to treat learners equally, and all materials should support gender equity. Teachers must be aware of the ways in which boys or girls often become favourites in classroom interaction, and ensure that their role as teachers is one that promotes gender equity. There are stereotype expectations that Mathematics and science are more difficult for girls, whereas it has been shown that the expectation that girls will not do as well as boys becomes a self-fulfilling prophecy unless the teacher is aware of the problem. It is also known that the way problems are contextualised and exemplified in Mathematics can act as a gender filter. It is essential that the Lower Primary Phase creates motivation and confidence in girls as much as in boys in Mathematics.

8. LOCAL CONTEXT AND CONTENT

Mathematics will be most relevant and meaningful for the learners if it is constantly used in relation to their immediate environment. Although Mathematics is a universal language,

it is only by local contextualisation and application that younger learners will understand and appreciate the uses of Mathematics. Where textbooks can only give general examples, it is up to the teacher to use local examples instead.

9. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education described in Ministry policy documents, curriculum guides, and the conceptual framework. This approach ensures optimal quality of learning when the following principles are put into practice.

The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, con-

tribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and the learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Working in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

In the introductory stages of the first year, emphasis should be given to making the first steps in Mathematics. These include using language to identify a problem, understanding that concrete objects and symbols can represent things, sequence, using the first five numbers, counting, becoming aware of spatial and sequential relationships (left/right, first/last, more/less, bigger/smaller, longer/shorter, in front/behind, between/beside, etc.), using the first mathematical terms (how many, if...then, let this represent..., compare...) and so on. These first steps must be very concrete for the learner, using the body, objects around them (stones, sticks, bottle tops), memorising counting rhymes and songs, numbers (members of a family, telephone numbers etc.), exemplifying and applying Mathematics to their immediate environment. It must be ensured that all learners master the first steps before proceeding, and similarly throughout the phase, each new operation, extension of number range or number patterns must be understood by all learners before moving on.

Learning experiences should aim to develop the learners' concept of number and their skills in performing calculations with numbers. They should be characterised by an atmosphere of trust, mutual support and the sharing of knowledge. Learners should have the opportunity to solve relevant word problems from the beginning of Grade 1 and throughout subsequent grades and should be encouraged to attempt to solve these problems before seeking help. Concrete aids (e.g. bottle tops) and writing materials should be freely available.

Mathematical problems should always be exemplified in a context, which is meaningful to the learners: context-free problems only make sense to learners when they have developed

a much higher level of understanding of numbers. Flowcharts and tables should be used frequently and activities should relate to real life situations. The relationship between concepts and topics should continuously be developed throughout the phase. The learners' prior knowledge should always be elicited before commencing with a new topic. Where rote learning is the most appropriate (or unavoidable) method for certain things, it should be done by means of interesting activities (singing, rhyming, etc.) and games to motivate learners and enable learners to learn them by heart.

Particular attention must be given to ensuring that all learners achieve the basic competencies. These are in Computation and Measurement. Each learner's progress and achievement in these areas must be monitored carefully, and any learners not making progress or achieving these competencies must receive extra support from the teacher, peers, with individualised materials, etc. Teachers should note that although the competencies in the syllabus should be attained by all the learners, they are not intended to limit the initiative of the teacher or the class, and teachers are encouraged to extend their learners beyond themselves where possible.

10. OUTLINE OF LEARNING CONTENT

See pages 67 to 88.

11. ASSESSMENT

Assessment in Mathematics in the Lower Primary Phase includes informal less structured and more structured continuous assessment, done during normal classroom activities. Continuous assessment is most important for following the learners' progress and giving feedback on an ongoing basis. The main purpose of assessment will be to obtain as reliable a picture as possible for the learners' progress and level of achievement in relation to the competencies. Assessment information will be used to:

- Inform the learner and her/his parents of progress and achievements
- Inform the teacher of problems in the learning process and guide compensatory teaching
- Evaluate the teaching/learning process in order to adapt methods and materials to the individual progress and needs of each learner to continually improve the working atmosphere and achievements of the class.

A broad range of informal assessment procedures should be used, such as practical tasks, observational techniques, informal questioning, discussion and peer assessments, etc. Assessments must be related to the objectives for each topic and may include individual, pair and group activities. The learners' participation and involvement and their contributions to group work must also be taken into account. At each step of the learning process, the teacher must be sure that the learners are achieving the essential competencies.

In addition to ongoing informal, less structured continuous assessment, there should also be more structured assessments. At the end of each term an average grade for the continuous assessment done should be recorded and reported to the learners and parents.

First Language	<p>The levels of grading are:</p> <p>A: The learner is outstanding and has achieved all the competencies exceptionally well.</p> <p>B: The learner has achieved all the competencies very well.</p> <p>C: The learner has achieved all the competencies satisfactorily.</p> <p>D: The learner has achieved most of the basic competencies.</p> <p>E: The learner has achieved only a few of the basic competencies.</p> <p>Points, ranging from 5=A to 1=E, should be used to average out marks and then converted into letter grades.</p> <p>No percentage marks are being used at this level.</p>	<p>Analytical – understanding something by separating it into parts</p> <p>Cognitive – to do with the intellect</p> <p>Concept – a general idea combining common aspects of things</p> <p>Concise – as briefly as possible</p> <p>Convenience – the easiest</p> <p>Estimate – a considered guess or rough calculation of a quantity</p> <p>Presuppose – build on an assumption</p> <p>Reinforcement – making stronger</p> <p>Sequence – following after each other in a connected way</p> <p>Spatial – in relation to space</p> <p>Synchronise – to make happen at the same time</p>
Second Language	<p>12. SYLLABUS GLOSSARY FOR LOWER PRIMARY PHASE: MATHEMATICS</p> <p>NB: The meanings given here apply to the word in the context of this syllabus only and not necessarily to any other context.</p>	
Mathematics		
Environmental Studies		
Arts		
Religious & Moral Education		
Physical Education		

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
GRADE 1			
PREPARATORY ACTIVITIES			
	<ul style="list-style-type: none"> Develop awareness of spatial orientation and of the patterns and sequence of numbers and the numerical symbols that a group of objects represent 	<ul style="list-style-type: none"> Count out up to 5 concrete objects and identify and match the numerical symbol; Count mechanically up to 10 Explain spatial relationships and direction: left/right, before/after, in front/behind, between/beside, above/below, on top/underneath Do one-to-one correlation of objects in order to understand equal/unequal value Compare and describe their understanding of few/many, more/few, the same/equal 	<ul style="list-style-type: none"> Correctly describe the relation of the body or an object to another object in terms of direction and comparison Express orally their understanding of number sequences and symbols, and of equal/unequal values of numbers 1-5
NUMBER CONCEPT DEVELOPMENT			
<ul style="list-style-type: none"> Counting 	<ul style="list-style-type: none"> Construct number concept by associating numbers with objects while counting Appreciate and understand the need and convenience of counting in everyday life 	<ul style="list-style-type: none"> Count concrete objects up to 20 and backwards from 10-0 Count concrete objects in 2s up to 20 Count mechanically up to 54; mechanically in 2s up to 20; in 5s and 10s up to 50; backwards from 10 to 0 	<ul style="list-style-type: none"> Express orally and in mathematical symbols their understanding of number patterns (order, sequence, and spatial relationships) within the number range 0-54
<ul style="list-style-type: none"> Numbers 	<ul style="list-style-type: none"> Recognise, read and understand numbers and practice numerical notation 	<ul style="list-style-type: none"> Read, pronounce and identify any number on the number chart and number line up to 54 Read the number names in groups and individually up to ten Trace, copy and write numbers 0-10 	
<ul style="list-style-type: none"> Subitising (identify the number of given objects without counting) 	<ul style="list-style-type: none"> Learn recognition and re-arranging skills to handle spatial relationships and patterns 	<ul style="list-style-type: none"> Recognise without counting a number of objects up to 6 Estimate and then count a number of objects up to 10 Recognise different arrangements of objects representing the same number 	

THEMES AND TOPICS	LEARNING OBJECTIVES	LEARNERS WILL:	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • Doubling and halving • Number patterns 	<ul style="list-style-type: none"> • Understand the principle of doubling and halving numbers • Understand number patterns when using addition and subtraction 	<ul style="list-style-type: none"> • Double with and without using objects: 1, 2, 3, 4, 5 and 10 • Halve with and without using objects: 2, 4, 6, 8, 10, 20p 	<ul style="list-style-type: none"> • Obtain number patterns by repetitively adding or subtracting, where the first number lies between 1 and 10 and the second between 1 and 4 • Complete flow diagrams with missing output numbers 	By the end of Grade 1, the learners can:
<ul style="list-style-type: none"> • Regrouping 	<ul style="list-style-type: none"> • Understand the basic mathematical concept of regrouping while handling objects 	<ul style="list-style-type: none"> • Arrange a number of objects in groups of 2,3,4,5 with and without remainders (number range: 1-10) 	<ul style="list-style-type: none"> • Order and compare objects and numbers (number range: 1-10) using e.g. greater than, smaller than and equal to (the symbols for 'more than' and 'less than' are not included) • Name, read and work with ordinal numbers from 1st to 10th; in ascending and descending order 	
<ul style="list-style-type: none"> • Ordering and comparing 	<ul style="list-style-type: none"> • Develop logical and analytical thinking using mathematical vocabulary for ordering and comparing numbers • Discover the position of objects in ordered arrangement 			
PROBLEMSOLVING				
	<ul style="list-style-type: none"> • Develop their knowledge and skills to enable them to regard Mathematics as a useful tool for solving problems in everyday life • Develop their ability to think logically and to work systematically and accurately • Develop their imagination and their pleasure in creativity • Learn to cooperate in solving problems 	<ul style="list-style-type: none"> • Apply own ways and methods to solve problems, e.g. using concrete objects, discussing/sharing ideas, drawing diagrams and sketches, recognising patterns, acting out, etc. • Apply own ways and methods to solve problems, by using addition, subtraction, grouping or sharing • Record appropriate ways and sequences to come to a solution e.g. combine drawings and numbers to solve a problem • Explain the method they used and listen to other learners' explanations of methods 	<ul style="list-style-type: none"> • Solve story problems about everyday contexts using addition, subtraction, grouping or sharing in the number range 0-9 using and explaining any logical strategy 	

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 1, the learners can:
COMPUTATION			
<ul style="list-style-type: none"> Addition 	<ul style="list-style-type: none"> Understand basic mathematical concepts to master addition and numerical notation 	<ul style="list-style-type: none"> Choose own strategies and computational methods and demonstrate how to add 2 or more numbers, e.g. counting all, count on, applying a known number fact, e.g. $2 + 2 = 4$ Combine drawings and numbers Complete flow diagrams with missing output/input numbers Practice and memorise number combinations from 0 to 10, e.g. $1 + 1 = 2$, $3 + 2 = 5$, $7 = 4 + 3$, $9 = 5 + 4$ 	<ul style="list-style-type: none"> Add up correctly two and three or more different numbers with a sum between 0 and 10 using any logical strategy
<ul style="list-style-type: none"> Subtraction 	<ul style="list-style-type: none"> Understand basic mathematical concepts to master subtraction and numerical notation 	<ul style="list-style-type: none"> Choose own strategies and computational methods and demonstrate how to subtract one or more numbers: <ul style="list-style-type: none"> physically taking away and counting the rest; counting on; applying a known number fact, e.g. $3 - 1 = 2$; complete flow diagrams with missing output/input numbers; combine drawings and numbers 	<ul style="list-style-type: none"> Subtract correctly any number from any other number within the number range 0-10, using any logical strategy
<ul style="list-style-type: none"> Multiplication 	<ul style="list-style-type: none"> Understand basic mathematical concepts to master multiplication and numerical notation 	<ul style="list-style-type: none"> Arrange objects in equal groups using concrete materials, count the number of groups Determine the total number of objects by adding multiples of 2s, 3s, 4s, 5s, etc. Draw groups of objects and match with corresponding number (the multiplication sign is not used at this stage) 	<ul style="list-style-type: none"> Correctly arrange up to 10 objects in groups of 2, 3, 4 and 5

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> Division 	<p>Learners will:</p> <ul style="list-style-type: none"> Understand basic mathematical concepts to master division and numerical notation 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> Group objects in 2s, 3s, 4s and 5s with and without remainders Find own methods to share objects equally between members of a group: <ul style="list-style-type: none"> act out the situation use concrete materials drawing (the division sign not used at this stage) Do chain sums with more than one operation, e.g. $7 + 3 - 4 = 6$, $G + 3 - 4 = 6$ 	<p>By the end of Grade 1, the learners can:</p> <ul style="list-style-type: none"> Correctly share up to 10 objects equally between 2, 3, 4, and 5, with and without remainders Correctly do multi-step problems with addition and subtraction in the range 0-10
MEASUREMENT			
<ul style="list-style-type: none"> Measuring, comparing and ordering <ul style="list-style-type: none"> Length Mass 	<ul style="list-style-type: none"> Understand the importance of measuring, and ordering by length, mass and capacity and how to apply them in everyday life 	<ul style="list-style-type: none"> Measure length with hand spans, palms, footprints, paces, etc., differing from learner to learner Estimate and measure and compare lengths and heights with sets of identical units, placed end to end or piled on top of each other Compare objects of different lengths using vocabulary correctly: long/short; longer/shorter than; longest/shortest; the same length/as long as Measure and record the results on a pictograph; Order: longest-shortest, shortest-longest, same length Estimate, balance, compare the mass of objects Measure and record results on a pictograph Use vocabulary correctly, e.g. lighter/heavier, lightest/heaviest, the same mass/as heavy as others Experiment balancing one object with several others Order: heaviest-lightest; lightest-heaviest; the same mass 	<ul style="list-style-type: none"> Compare estimates to measurements of length, mass and capacity in non-standard units

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 1, the learners can:
<ul style="list-style-type: none"> - Capacity 		<ul style="list-style-type: none"> • Estimate, measure and compare capacity with sets of identical units • Use vocabulary correctly, e.g. full/empty, half full/empty, the same amount/as much as, more/less than • Use different units e.g. cup, bottle, teaspoon, tablespoon, bucket, and measure the capacity of various containers with different shapes and sizes, record the results on a pictograph • Order different containers according to increasing/decreasing capacity e.g. bottles, boxes, tins 	
<ul style="list-style-type: none"> • Time - The passage of time 	<ul style="list-style-type: none"> • Describe and develop a sense of time 	<ul style="list-style-type: none"> • Use vocabulary correctly e.g. a long/short time, day/night, yesterday/today/tomorrow, morning/afternoon/evening • Name the days of the week in the correct order • Discuss daily home and community activities in relation to the time of day; match events to day-time, night-time, morning, afternoon, evening • Compare 'long' and 'short' time 	<ul style="list-style-type: none"> • Use basic time concepts (days and time of day) correctly
<ul style="list-style-type: none"> • Money - Namibian currency 	<ul style="list-style-type: none"> • Learn to use Namibian coins 	<ul style="list-style-type: none"> • Recognise 5c, 10c, 50c, N\$1, N\$5 coins; discuss their properties, e.g. size, markings, colour, and value • Select a set of coins equal in value to another coin up to 50c, e.g. 10c = 5c + 5c • Select coins which total a stated cost up to 50c, e.g. 10c + 10c + 10c + 5c + 5c + 10c = 50c 	<ul style="list-style-type: none"> • Recognise 5c, 10c, 50c, N\$1 and N\$5 coins and compute money values 5c-50c

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
GEOMETRY			
<ul style="list-style-type: none"> Geometrical figures 	<p>Learners will:</p> <ul style="list-style-type: none"> Identify and use two- and three- dimensional figures 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> Identify two- and three dimensional figures Create pictures and patterns with the same or different two-dimensional shapes Create models with the same or different three-dimensional figures 	<p>By the end of Grade 1, the learners can:</p> <ul style="list-style-type: none"> Correctly identify and name two- and three dimensional figures: (square, circle, rectangle, triangle, sphere, cube, cone)
DATA HANDLING			
<ul style="list-style-type: none"> Pictographs 	<ul style="list-style-type: none"> Learn to collect information, and note and interpret data on simple picture graphs Understand how to integrate Mathematics, Language and Environmental Studies 	<ul style="list-style-type: none"> Collect data appropriate to a theme, e.g. plants, weather, length, mass, capacity, time, money Display data on a pictograph Interpret data to gain information; discuss findings 	<ul style="list-style-type: none"> Correctly collect, organize, display and interpret data on and from pictographs

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 2, the learners can:
GRADE 2			
NUMBER CONCEPT DEVELOPMENT			
<ul style="list-style-type: none"> Counting 	<ul style="list-style-type: none"> Learn to count with and without objects to appreciate and understand the need and convenience of counting in everyday life 	<ul style="list-style-type: none"> Count concrete objects up to 54 in 1s; in 2s to 20; 3s to 30; 4s to 40; 5s to 100; 10s to 100 Count mechanically up to 104 and in 2s to 50; 3s to 30; 4s to 40; 5s to 100; 10s to 100 Count concrete objects backwards from 20 to 0, and mechanically backwards in 1s from 30 to 0 and in 2s from 20 to 0 	<ul style="list-style-type: none"> Explain orally and in mathematical symbols their understanding of number patterns (order, sequence, spatial relationships, place value) within the number range 0-104
<ul style="list-style-type: none"> Numbers 	<ul style="list-style-type: none"> Learn to read and write numerical notation 	<ul style="list-style-type: none"> Read, pronounce and write numbers up to 104 Write the number names up to 10 in words, e.g. two Identify numbers on chart line up to 104 	
<ul style="list-style-type: none"> Subitising (identify the number of given objects without counting) 	<ul style="list-style-type: none"> Learn recognition and re-arrangement skills to handle spatial relationships and patterns 	<ul style="list-style-type: none"> Recognise by estimating the number of objects up to 10; Recognise that different arrangements of objects can represent the same number 	
<ul style="list-style-type: none"> Doubling and halving 	<ul style="list-style-type: none"> Understand the principle of doubling and halving numbers 	<ul style="list-style-type: none"> Double numbers up to 50 without carrying e.g. $23 + 23 = 46$; 20 with carrying e.g. $9 + 9 = 18$ Halve even numbers up to 50 and odd numbers up to 20 	
<ul style="list-style-type: none"> Regrouping 	<ul style="list-style-type: none"> Understand regrouping through handling objects 	<ul style="list-style-type: none"> Arrange objects in groups of 2, 3, 4, 5, 10 with and without remainders (number range: 1-50) 	
<ul style="list-style-type: none"> Ordering and comparing 	<ul style="list-style-type: none"> Develop logical and analytic thinking by comparing and ordering, using mathematical vocabulary Understand that the ordered arrangement of objects is part of mathematical communication 	<ul style="list-style-type: none"> Order and compare numbers using descriptive vocabulary: more/less than, equal to, how many more/less, greater/smaller than from 1-104 Identify position, name and read ordinal numbers from first to twentieth and read ordinal numbers backwards 	

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> Number patterns 	Learners will: <ul style="list-style-type: none"> Learn to add and subtract small numbers 	Suggested activities that could lead to achieving the competencies: <ul style="list-style-type: none"> Add and subtract numbers in the range 1 and 20 where the first number lies between 1 and 20 and the second number between 1 and 4 <ul style="list-style-type: none"> by counting on flowcharts/tables with missing output numbers 	By the end of Grade 2, the learners can:
<ul style="list-style-type: none"> Decade numbers 	<ul style="list-style-type: none"> Learn to add and subtract decade numbers 	<ul style="list-style-type: none"> Add and subtract decade numbers up to 100 e.g. 20 + 30; 60 - 50 	
<ul style="list-style-type: none"> Odd and even numbers 	<ul style="list-style-type: none"> Learn to recognise odd and even numbers 	<ul style="list-style-type: none"> Recognise that odd numbers end in 1, 3, 5, 7, 9 and even in 0, 2, 4, 6, 8; Identify odd and even numbers up to 99 	
<ul style="list-style-type: none"> Decomposition of numbers 	<ul style="list-style-type: none"> Understand how to decompose two-digit numbers 	<ul style="list-style-type: none"> Decompose two-digit numbers up to 99, e.g. $25 = 20 + 5$ 	
PROBLEM SOLVING			
	<ul style="list-style-type: none"> Develop their knowledge and skills, to enable them to regard Mathematics as a useful tool for solving problems in everyday life Develop their ability to think logically and to work systematically and accurately Develop their imagination and their pleasure in creativity Learn to cooperate in solving problems Develop their ability to communicate mathematically 	<ul style="list-style-type: none"> Apply own ways and methods to solve problems, e.g. using concrete objects, discussing/sharing ideas, drawing diagrams and sketches, recognising patterns, acting out; use any of the basic operations Record appropriate ways and sequences to come to a solution e.g. combine drawings and numbers to solve a problem Explain the method they used and listen to other explanations of methods Reflect on different methods for the same problem Identify errors learners made and correct them 	<ul style="list-style-type: none"> Solve story problems about everyday contexts using addition, subtraction, grouping or sharing in one- and two-digit numbers in the number range 0-49, using and explaining any logical strategy

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 2, the learners can:
COMPUTATION			
<ul style="list-style-type: none"> Addition 	<ul style="list-style-type: none"> Understand basic mathematical concepts to master addition and numerical notation 	<ul style="list-style-type: none"> Choose own strategies/computational methods practicing adding 2 or more numbers, e.g. counting on/all; combine drawings and numbers; complete flow diagrams with missing input/output numbers/operators; apply known number facts Practise and memorise number combinations in the range 0-20 	<ul style="list-style-type: none"> Add up correctly two or more different numbers with a sum between 11 and 99 using any logical strategy
<ul style="list-style-type: none"> Subtraction 	<ul style="list-style-type: none"> Understand basic mathematical concepts to master subtraction and numerical notation 	<ul style="list-style-type: none"> Choose own strategies and computational methods and work with counting on Flowcharts with missing input/output, numbers/operators Practice applying the combination of drawings and numbers 	<ul style="list-style-type: none"> Subtract correctly any one- or two- digit number from a two digit number between 11 and 99 using any logical strategy
<ul style="list-style-type: none"> Multiplication 	<ul style="list-style-type: none"> Understand basic mathematical concepts to master multiplication and numerical notation 	<ul style="list-style-type: none"> Arrange objects in equal groups and count the number of groups Determine the total number of objects by adding multiples of 2 s, 3 s, 4 s, 5 s and 10s, practise and memorise Draw groups of objects and match with corresponding numbers 	<ul style="list-style-type: none"> Correctly use the 1, 2, 3, 4, 5 x multiplication tables, and the 10 x table in the range 1-50
<ul style="list-style-type: none"> Division 	<ul style="list-style-type: none"> Understand basic mathematical concepts to master division and numerical notation 	<ul style="list-style-type: none"> Find own methods to divide, e.g. by acting out a problem, using concrete materials, drawing, combining numbers Identify remainders which cannot be divided up further e.g. stones, marbles and remainders to be divided up further according to the problem context 	<ul style="list-style-type: none"> Correctly divide multiples of 1, 2, 3, 4, 5 and 10 with and without remainders within the range 1-50
<ul style="list-style-type: none"> Multi-step problems 	<ul style="list-style-type: none"> Solve multi-step problems using a variety of mathematical skills, concepts, knowledge, and processes 	<ul style="list-style-type: none"> Practice chain sums with more than one operation, e.g. $23 + 45 - 31 =$ 	<ul style="list-style-type: none"> Correctly do multi-step problems within the range 0-99

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> Fractions 	<p>Learners will:</p> <ul style="list-style-type: none"> Learn how to identify a half and quarter 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> Name the fractional parts of a whole, and of a collection of objects 	<p>By the end of Grade 2, the learners can:</p> <ul style="list-style-type: none"> Express orally and in mathematical symbols quarters and halves as partial quantities of a whole
MEASUREMENT			
<ul style="list-style-type: none"> Estimating, measuring, comparing, and ordering by <ul style="list-style-type: none"> Length Mass Capacity 	<ul style="list-style-type: none"> Understand the importance of measuring and ordering length, mass, and capacity and how to apply them to every day life Discover opportunities for reasoning, interpreting and application Develop a logical sense of comparison and interrelationships of mathematical components 	<ul style="list-style-type: none"> Estimate and then measure with reasonable accuracy lengths, widths, and heights in and around the classroom; the mass and capacity of everyday objects Compare estimates with real measures Draw a straight line in given cm lengths Write down measurements using the correct abbreviations: cm, kg, l Use vocabulary correctly ordering and comparing objects: the same; longer/shorter, long/shorter, heavy/light, heavier/lighter, heaviest/lightest; more/less; as much as Measure objects and record the data on a pictograph 	<ul style="list-style-type: none"> Compare estimates to measurements: length in centimetres, mass in kilograms, capacity in litres, in the number range of 0-99
<ul style="list-style-type: none"> Time <ul style="list-style-type: none"> The passage of time 	<ul style="list-style-type: none"> Learn to describe time correctly; develop a sense of how long daily events take in real life 	<ul style="list-style-type: none"> Name the days of the week and the months of the year in the correct order Relate everyday occurrences and events in home and the community to times, days, and months Tell time accurately in hours and half hours on the traditional clock 	<ul style="list-style-type: none"> Read time in hours and half hours and name the days and months

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • Money - Namibian currency 	<p>Learners will:</p> <ul style="list-style-type: none"> • Learn how to use Namibian coins 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Name and identify all the coins and N\$10 and N\$20 notes and discuss their value and relevant properties • Select coins which add up to a stated cost up to N\$5 • Work out change from coins and a stated cost up to N\$10 • Practice buying and selling articles and count the money correctly • Draw up a shopping list indicating estimated cost for articles, check in shops 	<p>By the end of Grade 2, the learners can:</p> <ul style="list-style-type: none"> • Compute money values correctly: 5c-N\$10
GEOMETRY			
<ul style="list-style-type: none"> • Geometrical figures 	<ul style="list-style-type: none"> • Understand how to identify and use two-dimensional and three-dimensional figures in their daily life 	<ul style="list-style-type: none"> • Name, describe, draw two-dimensional shapes • Count the number of sides and corners of a square, rectangle and triangle • Name and describe three dimensional figures in terms of flat, curved, round, rectangular, triangular, circular • Create models with three-dimensional figures and pictures with two-dimensional shapes 	<ul style="list-style-type: none"> • Correctly identify and name two- and three-dimensional figures (square, circle, rectangle, oval, triangle, equilateral triangle, sphere, cube, cylinder, cone)
DATA HANDLING			
<ul style="list-style-type: none"> • Pictographs 	<ul style="list-style-type: none"> • Learn to collect information and note and interpret data on simple pictographs • Develop an understanding of how to integrate Mathematics, Language and Environmental Studies 	<ul style="list-style-type: none"> • Collect and display on a pictograph data appropriate to a theme (plants, weather, length, mass, capacity, time, water saving, etc.) • Interpret and analyse data to gain intended information and discuss findings 	<ul style="list-style-type: none"> • Correctly collect, organize, display and interpret data on and from pictographs

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
GRADES			
NUMBER CONCEPT DEVELOPMENT			
<ul style="list-style-type: none"> Counting 	<ul style="list-style-type: none"> Learn to count with and without using objects to appreciate and understand the need and convenience of counting in everyday life 	<ul style="list-style-type: none"> Count forwards and backwards in 1s to 504; 2s to 200; 3s to 60; 4s to 80; 5s to 500; 10s to 500; 20s to 100; 30s to 120; 50s to 500, 100s to 500 	<ul style="list-style-type: none"> Express orally and in mathematical symbols their understanding of number patterns (order, sequence, spatial relationships, place value) within the number range 0-504
<ul style="list-style-type: none"> Numbers 	<ul style="list-style-type: none"> Learn to read and write numerical notation 	<ul style="list-style-type: none"> Read, pronounce and write numerals up to and including 504 Write number names up to 10 in words Identify numbers on chart and number line up to 504 	
<ul style="list-style-type: none"> Subitising (identify the number of given objects without counting) 	<ul style="list-style-type: none"> Learn recognition and re-arrangement skills to handle spatial relationships and patterns 	<ul style="list-style-type: none"> Practice recognising and estimating without counting the number of objects up to 20, then count them Recognise the same number in different arrangements of objects 	
<ul style="list-style-type: none"> Doubling and halving 	<ul style="list-style-type: none"> Understand doubling and halving 	<ul style="list-style-type: none"> Double and halve numbers up to 100 with and without carrying 	
<ul style="list-style-type: none"> Regrouping 	<ul style="list-style-type: none"> Understand regrouping while handling objects 	<ul style="list-style-type: none"> Arrange objects in groups of 2, 3, 4, 5 and 10 with and without remainders (number range: 1-100) 	
<ul style="list-style-type: none"> Ordering and comparing 	<ul style="list-style-type: none"> Develop logical and analytic thinking by using mathematical vocabulary for ordering and comparing numbers Discover that the position of objects in ordered arrangement is part of mathematical communication 	<ul style="list-style-type: none"> Order and compare numbers using vocabulary correctly: more/less than; equal to/how many more/less, greater/smaller than from 1-504 Identify, name and read ordinal number position from 1st to 30th Order numbers in ascending and descending order (number range: 1-504) 	
<ul style="list-style-type: none"> Number patterns 	<ul style="list-style-type: none"> Learn to add and subtract small numbers 	<ul style="list-style-type: none"> Add and subtract numbers in the range 1 to 50 where the first number lies between 1 and 50 and the second number between 1 and 4, by counting on, and flowcharts and tables with missing output numbers 	

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> Decade numbers Odd and even numbers Decomposition of numbers 	Learners will: <ul style="list-style-type: none"> Learn to add and subtract decade numbers Learn to recognise odd and even numbers Understand how to decompose two-digit numbers 	Suggested activities that could lead to achieving the competencies: <ul style="list-style-type: none"> Add and subtract decade numbers up to 500 (e.g. $120 + 30$, $260 - 50$) Recognise that odd numbers end in 1, 3, 5, 7 or 9, and even numbers end in 2, 4, 6, 8 or 0 Identify odd and even numbers up to 499 Practice decomposing two and three-digit numbers up to 499, e.g. $205 = 200 + 5$; $189 = 100 + 80 + 9$ 	By the end of Grade 3, the learners can:
PROBLEMSOLVING			
	<ul style="list-style-type: none"> Develop their knowledge and skills, to enable them to regard Mathematics as a useful tool for solving problems in everyday life Develop their ability to think logically and to work systematically and accurately Develop their imagination and their enjoyment in creativity Learn to cooperate in solving problems Develop their ability to communicate mathematically 	<ul style="list-style-type: none"> Apply own ways and methods to solve problems, e.g. using concrete objects, discussing/sharing ideas, drawing diagrams and sketches, recognising patterns, acting out, and using any of the basic operations; record appropriate ways and sequences to come to a solution e.g. combining drawings and numbers to solve a problem Explain verbally the methods used; listen to other learners' explanations of their methods Reflect on different methods for the same problem Identify and correct errors 	<ul style="list-style-type: none"> Solve story problems about everyday contexts using the four operations in two-digit numbers, in the number range 0-99 using and explaining any logical strategy
COMPUTATION			
<ul style="list-style-type: none"> Addition 	<ul style="list-style-type: none"> Understand basic mathematical concepts to master addition, subtraction, multiplication, division and numerical notation 	<ul style="list-style-type: none"> Practise and memorise number combinations between 0 and 20 Choose own strategies and computational methods and participate in demonstrations how to add two or more numbers, e.g.: <ul style="list-style-type: none"> stepwise addition decomposition of numbers flowcharts with missing input/output numbers/operators apply known number facts 	<ul style="list-style-type: none"> Add up correctly two or more different numbers with a sum between 100 and 499 using any logical strategy

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • Subtraction 	Learners will:	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Choose own strategies and computational methods such as: <ul style="list-style-type: none"> - stepwise subtraction - decomposition of numbers - flowcharts with missing input numbers/output numbers/operators • Use the x2 to x10 multiplication tables; choose own strategies and computational methods to multiply, e.g. repeated addition, decomposition of numbers 	<p>By the end of Grade 3, the learners can:</p> <ul style="list-style-type: none"> • Subtract correctly any two- or three-digit number from a three digit number between 100 and 499 using any logical strategy
<ul style="list-style-type: none"> • Multiplication 		<ul style="list-style-type: none"> • Choose own strategies and computational methods to divide e.g. repeated subtraction, decomposition • Identify remainders to be ignored or divided up further according to the problem, using grouping techniques 	<ul style="list-style-type: none"> • Correctly multiply any two-digit number by any number between 1 and 10 with a product between 100 and 499, using any logical strategy • Correctly divide any two-digit number from 10 to 99 by a number from 1-10 with and without remainders
<ul style="list-style-type: none"> • Division 		<ul style="list-style-type: none"> • Do chain sums with more than one operation. e.g. $123 + 245 - 131$ 	<ul style="list-style-type: none"> • Correctly do multi-step problems within the number range 0 to 499
<ul style="list-style-type: none"> • Multi-step problems 	<ul style="list-style-type: none"> • Master a variety of mathematical skills, knowledge, concepts and processes to solve multi-step mathematical problems, using different computational methods 	<ul style="list-style-type: none"> • Name the fractional parts of a whole • Name the fractional parts of a collection of objects • Name the relationship between fractional parts, using fractional notation 	<ul style="list-style-type: none"> • Correctly express orally and in mathematical symbols the common fractions halves, quarters, thirds and eighths as partial quantities of a whole
<ul style="list-style-type: none"> • Fractions 	<ul style="list-style-type: none"> • Understand basic mathematical concepts to identify a half, a quarter, one third, one fifth and one tenth 		

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
MEASUREMENT			
<ul style="list-style-type: none"> • Estimating, measuring, comparing, and ordering by <ul style="list-style-type: none"> - Length - Mass - Capacity 	<ul style="list-style-type: none"> • Understand the importance of measuring length, mass and capacity and their application to every day life • Discover opportunities for reasoning, interpreting and application • Develop a sense of logical comparison and mathematical inter-relationships • Develop the concept and everyday application of measuring objects 	<ul style="list-style-type: none"> • Estimate and then measure with reasonable accuracy lengths, widths, and heights in and around the classroom; masses and capacity of everyday objects • Compare estimates with real measures • Write down measurements using the correct abbreviations: cm/m; g/kg; ml/l • Compare and order objects; use vocabulary correctly: the same as; longer/shorter than, long/shorter, heavy/light, heavier/lighter than, heaviest/lightest; more/less than, as much as; order everyday objects accordingly • Measure objects and record data on a pictograph 	<ul style="list-style-type: none"> • Compare estimates to measurements of length in centimetre and metre, mass in grams and kilograms, and capacity in millilitre and litres in the range of 0-499
<ul style="list-style-type: none"> • Time <ul style="list-style-type: none"> - The passage of time 	<ul style="list-style-type: none"> • Learn to describe time correctly; develop a sense of how long daily events take in real life 	<ul style="list-style-type: none"> • Name the days of the week and the months of the year in the correct order; relate everyday occurrences and events in home and the community to times, days, and months; tell time accurately in hours and half hours, quarter hours and minutes on the traditional clock 	<ul style="list-style-type: none"> • Read time in hours, half hours, quarter hours and minutes • Name the days of the week and months of the year
<ul style="list-style-type: none"> • Money <ul style="list-style-type: none"> - Namibian currency 	<ul style="list-style-type: none"> • Learn how to use Namibian coins 	<ul style="list-style-type: none"> • Name and identify all the coins and N\$10, N\$20 and N\$50 notes and discuss their value and relevant properties • Select from assorted coins and notes those which total in value to a stated cost up to N\$50 • Starting from the cost of an item, add coins and notes until they equate the amount of money offered in payment to determine change up to N\$20 • Do rough estimation of the total cost of two items • Practice buying and selling articles and count the money correctly • Draw up a shopping list indicating estimated cost for articles, check in shops 	<ul style="list-style-type: none"> • Compute money values correctly: 5c-N\$20 • Participate constructively in entrepreneurial activities

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
THEMES AND TOPICS						
LEARNING OBJECTIVES Learners will:		APPROACHES Suggested activities that could lead to achieving the competencies:		BASIC COMPETENCIES By the end of Grade 3, the learners can:		
GEOMETRY						
<ul style="list-style-type: none"> • Geometrical figures 	<ul style="list-style-type: none"> • Identify and understand the usage of two- and three- dimensional figures in daily life 	<ul style="list-style-type: none"> • Name, describe and draw two-dimensional shapes • Count the number of sides and corners of a square, a rectangle and a triangle • Correctly use the terms flat, curved, round, rectangular, triangular and circular to describe figures • Create pictures with two-dimensional figures • Make figures and three-dimensional models from paper and recycled material (boxes, paper, wood, plastic) 	<ul style="list-style-type: none"> • Correctly identify and name two- and three-dimensional figures (square, circle, rectangle, triangle, oval, equilateral triangle, sphere, cube, cylinder, pyramid, cone) • Measure, cut and fold paper to demonstrate how to make pictures, patterns and models • Create models with three-dimensional shapes 			
DATA HANDLING						
<ul style="list-style-type: none"> • Pictographs 	<ul style="list-style-type: none"> • Learn to collect information and to note and interpret data on simple pictographs • Develop an understanding of how to integrate Mathematics, Language and Environmental Studies 	<ul style="list-style-type: none"> • Collect data appropriate to a theme, e.g. plants, weather, water, length, mass, capacity, time, money • Organise data in appropriate tables and pictographs • Interpret and analyse data to gain intended information and discuss findings 	<ul style="list-style-type: none"> • Correctly collect, organise, display and interpret data on and from pictographs 			

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 4, the learners can:
GRADE 4			
NUMBER CONCEPT DEVELOPMENT			
• Counting	• Appreciate and understand the need and convenience of counting in every day life	• Count forwards and backwards to/from 1004 in 1s and in multiples of 2, 3, 4, 5, 10, 20, 30, 50 and 100	• Explain orally and in mathematical symbols their understanding of number patterns (order, sequence, spatial relationships, place value) within the range 0-1004
• Numbers	• Recognise, read and write numerical notation	• Write 0 to 10 in words • Read numerals and words, bridging decades • Identify and place numbers on the number chart and number line	
• Subitising (identify the number of given objects without counting)	• Learn recognition and re-arrangement skills to handle spatial relationships and patterns	• Without counting estimate and then count the number of objects up to 30 in different arrangements of objects	
• Doubling and halving	• Understand the principle of doubling and halving numbers	• Double numbers up to 200 with and without carrying • Halve even and odd numbers up to 200	
• Regrouping	• Understand the basic mathematical concept of regrouping while handling objects	• Arrange numbers in groups of: 2, 3, 4, 5, 10, 20, 30, 50 and 100 with and without remainders (number range: 1-500)	
• Ordering and comparing	• Develop logical and analytic thinking by using mathematical vocabulary for ordering and comparing numbers • Discover that the position of objects in ordered arrangement is part of mathematical communication	• Order and compare numbers using vocabulary and relationship signs correctly: more than, less than, equal to (=), how many more, how many less, greater than (>), smaller than (<) • Identify position, name and read ordinal numbers from 1st to 50th • Order numbers in ascending and descending order	
• Number patterns	• Learn to add and subtract small numbers	• Add and subtract numbers in the range 1 to 100 where the first number lies between 1 and 100 and the second number between 1 and 4 by counting on, using flowcharts and tables with missing output numbers	

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
<p>THEMES AND TOPICS</p> <p>LEARNING OBJECTIVES Learners will:</p> <ul style="list-style-type: none"> Learn to add and subtract decade numbers Learn to recognise odd and even numbers Understand how to decompose three-digit numbers <p>APPROACHES Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> Add and subtract decade numbers to a result of 1 000 (520 + 230; 360 – 150) Practice recognising odd numbers ending in digits 1, 3, 5, 7, 9 and even numbers in 2, 4, 6, 8 or 0 Recognise even and odd numbers up to 999 Decompose three digit numbers up to 999, e.g. 789 = 700 + 80 + 9 <p>BASIC COMPETENCIES By the end of Grade 4, the learners can:</p>						
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> Develop their knowledge and skills, to enable them to regard Mathematics as a useful tool for solving problems in everyday life Develop their ability to think logically and to work systematically and accurately Develop their imagination and their pleasure in creativity Learn to cooperate in solving problems Develop their ability to communicate mathematically <ul style="list-style-type: none"> Apply own ways and methods to solve problems by using any of the basic operations and e.g. using concrete objects, discussing/sharing ideas, drawing diagrams and sketches, recognising patterns, acting out Record appropriate ways and sequences to come to a solution e.g. combine drawings and numbers to solve a problem Explain verbally the method used and listen to other learners' explanations of their methods Reflect on different methods for the same problem Identify and correct errors <ul style="list-style-type: none"> Solve story problems about everyday contexts using the four operations in two- and three- digit numbers, in the range 0-499 using and explaining any logical strategy Identify and correct own errors through discussion with others 						
<p>COMPUTATION</p> <ul style="list-style-type: none"> Addition <ul style="list-style-type: none"> Understand basic mathematical concepts to master addition and numerical notation Choose own strategies and computational methods to learn how to add four or more numbers, e.g. stepwise addition Decomposition of numbers Flow diagram with missing input/output numbers/operators/tables Apply known number facts Complete flow diagrams with more than one operator; carry out mental addition of numbers up to a sum of 99 Add up correctly four or more different numbers with a sum not greater than 999 using any logical strategy 						

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
	Learners will:	Suggested activities that could lead to achieving the competencies:	By the end of Grade 4, the learners can:
<ul style="list-style-type: none"> Subtraction 	<ul style="list-style-type: none"> Understand basic mathematical concepts to master subtraction and numerical notation 	<ul style="list-style-type: none"> Choose own strategies and computational methods to show how to subtract two and three digit numbers, e.g. step-wise subtraction, decomposition Complete flow diagram and tables with missing input/output numbers/operators Apply known number facts Carry out mental subtraction of numbers with the minuend up to 99 	<ul style="list-style-type: none"> Subtract correctly any two- and three-digit number from a three digit number between 100 and 999 using any logical strategy
<ul style="list-style-type: none"> Multiplication 	<ul style="list-style-type: none"> Understand basic mathematical concepts to master multiplication and numerical notation 	<ul style="list-style-type: none"> Choose own strategies and computational methods such as repeated addition, decomposition of numbers Practise, memorise and use multiplication tables: x 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 up to 100 	<ul style="list-style-type: none"> Correctly multiply any two- and three-digit number by a one-digit number, tens and multiples of 10 with a product between 100 and 999, using any logical strategy
<ul style="list-style-type: none"> Division 	<ul style="list-style-type: none"> Understand basic mathematical concepts to master division and numerical notation 	<ul style="list-style-type: none"> Choose own strategies and computational methods such as repeated subtraction, decomposition of numbers, use grouping techniques Identify remainders to be ignored or divided up further according to the problem context Apply basic division tables 2, 3, 4, 5, 6, 7, 8, 9 and 10 Apply the properties of division by 1, e.g. $123 \div 1 = 123$, resulting in 1, e.g. $123 \div 123 = 1$, division by 10 Divide numbers equally Identify and explain remainders 	<ul style="list-style-type: none"> Correctly divide any three-digit number from 100 to 499 by a number from 1-10 with and without remainders, using any logical strategy
<ul style="list-style-type: none"> Multi-step problems 	<ul style="list-style-type: none"> Master various mathematical skills, knowledge, concepts and processes to solve multi-step mathematical problems, using different computational methods 	<ul style="list-style-type: none"> Practice chain sums with more than one operation. e.g. $423 + 345 - 231$ 	<ul style="list-style-type: none"> Correctly do multi-step problems within the range 0 to 999

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> Fractions 	<p>Learners will:</p> <ul style="list-style-type: none"> Understand basic mathematical concepts to identify fractions from halves to tenths 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> Name the fractional parts of a whole and the fractional part of a collection of objects Name the relationship between fractional parts and a whole Use fractional notation Use the common fractions in everyday situations 	<p>By the end of Grade 4, the learners can:</p> <ul style="list-style-type: none"> Express orally and in mathematical symbols the common fractions from halves to tenths as partial quantities of a whole and the fractional parts of a collection of objects
MEASUREMENT			
<ul style="list-style-type: none"> Measuring, comparing and ordering <ul style="list-style-type: none"> - Length - Mass - Capacity 	<ul style="list-style-type: none"> Understand the importance of measuring and ordering by length, mass and capacity and how to apply it to every day life Discover opportunities for reasoning, interpreting and application Develop a logical sense of comparison and mathematical inter-relationships Develop the concept and everyday application of measuring objects 	<ul style="list-style-type: none"> Estimate and then measure accurately lengths, widths, and heights in and around the school grounds; masses and capacity of everyday objects and containers Compare estimates with real measures Record measurements using correct abbreviations: mm, cm, m, km, g, kg, ml and l Compare and order objects and use expressions correctly: the same as; longer/shorter, the same length as, long/-er/-est, short/-er/-est, far, wide, high/low, thick/thin; heavy/light; heavier/lighter/heaviest/lightest; more/less, as much as, shallow/deep, empty/full Measure objects and record the data on pictographs and bar graphs 	<ul style="list-style-type: none"> Compare estimates correctly in the range of 0-999 using measurements in units of length in millimetre, centimetre, metre and kilometre; mass in gram and kilogram; capacity in millilitre and litre

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> Time 	Learners will: <ul style="list-style-type: none"> Learn to describe time and develop a sense of how long daily events in real life take 	Suggested activities that could lead to achieving the competencies: <ul style="list-style-type: none"> Name in sequence the days of the week and months of the year; relate everyday occurrences to days of the week and months of the year; tell time accurately in hours, half hours, quarter hours and minutes on the traditional clock; compare and explain categories of time in terms of everyday occurrences; use vocabulary correctly for time measurement such as past, present, future, earlier, later, now, then, a long time, a short time Correctly use school timetables, calendars, radio and TV timetables, other timetables Convert minutes to hours, hours to days, days to weeks, weeks to months, days to years, months to years, and vice versa Use abbreviations for minute, hour, days of the week, months of the year correctly 	By the end of Grade 4, the learners can: <ul style="list-style-type: none"> Read time in hours, half hours, quarter hours and minutes Convert units of time (clock and calendar time) correctly
<ul style="list-style-type: none"> Money <ul style="list-style-type: none"> Namibian currency 	<ul style="list-style-type: none"> Learn to use all the coins and notes of the Namibian currency 	<ul style="list-style-type: none"> Identify all the coins and notes, discuss their value and relevant properties Practice using the 5c, 10c, 50c, N\$ 1, N\$ 5 coins and N\$10, N\$20, N\$50, N\$100 and N\$200 notes Select a set of notes and coins which equate to another (not exceeding N\$200) Identify a sum of money needed to pay a required amount Starting from the cost of an item, add coins and notes until they equate the amount of money offered in payment Do rough estimation and then calculate the total cost of two items 	<ul style="list-style-type: none"> Compare estimates to computations of money values in the range of 0-999 Compute specific money values using all Namibian currency Demonstrate entrepreneurship skills by participating positively in activities and handling business transactions correctly

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
GEOMETRY			
<ul style="list-style-type: none"> Geometrical figures 	<p>Learners will:</p> <ul style="list-style-type: none"> Understand how to identify and use two-dimensional and three-dimensional figures in daily life 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> Name, describe and draw two-dimensional shapes and three-dimensional figures Count the number of sides and corners of a square, a rectangle and a triangle Name and describe the three dimensional figures, using the terms flat, curved, round, rectangular, triangular and circular appropriately Create pictures and new shapes with the same or different two-dimensional shapes Construct three-dimensional figures and articles (boxes, paper, wood, plastic, etc.) Make models according to instructions involving measuring, folding and cutting 	<p>By the end of Grade 4, the learners can:</p> <ul style="list-style-type: none"> Correctly identify and name two- and three-dimensional figures (triangle, equilateral triangle, square, rectangle, circle, oval, sphere, cube, cylinder, triangular prism, pyramid, cone) Measure, cut and fold paper to demonstrate how to make shapes and models Create models with the same or different 3-dimensional figures
DATA HANDLING			
<ul style="list-style-type: none"> Bar graphs 	<ul style="list-style-type: none"> Learn to collect information and to note and interpret data on simple bar graphs Develop an understanding of how to integrate Mathematics, Language and Environmental Studies 	<ul style="list-style-type: none"> Collect data appropriate to a theme, e.g. plants, weather, length and mass of objects, water, time, money Organise data in appropriate tables and bar graphs Interpret and analyse data to gain intended information, discuss findings 	<ul style="list-style-type: none"> Correctly collect, organise, display and interpret data from bar graphs



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

SYLLABUS

ENVIRONMENTAL STUDIES

ENGLISH VERSION

GRADES 1-4

For Implementation
2005 – Grades 1 and 2
2006 – Grades 3 and 4

2005

First Language

Second Language

Mathematics

Environmental Studies

Arts

Religious & Moral Education

Physical Education

First Language	<p>CONTENTS</p> <p>1. INTRODUCTION 91</p> <p>2. RATIONALE 91</p> <p>3. BASIC COMPETENCIES AND LEARNING OUTCOMES 91</p> <p> Learning Outcomes 91</p>
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Environmental Studies	
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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Environmental Studies in the Lower Primary Phase. As a subject, Environmental Studies integrates the Social and Economic and Natural Scientific areas of learning in the curriculum. The themes and topics of Environmental Studies are content matter in all other subjects across the curriculum.

Under optimal circumstances, this subject would need 3 periods per week in Grades 1 and 2 and 5 periods per week in Grades 3 and 4.

2. RATIONALE

As a subject, Environmental Studies integrates learning about the natural and social environment, first and foremost related to the learners' immediate environment and community. The world around us is complex and needs to be understood holistically. Environmental Studies responds to this complexity by studying content in an integrated manner. This integrated approach enables learners to see society and nature as a whole, rather than by learning about them in separate subjects. Firstly, it involves beginning to understand past and present human behaviour and experience, and how they influence events, circumstances and the environment. It also involves beginning to understand how the natural environment is composed and functions, and what our responsibility is towards the environment. Thirdly, our own physical, mental and emotional health is a meeting point between the social and natural environment and is thus central to the subject.

Learning experiences in the social sphere help learners see and understand the relationships between people and between people and their environments. It deals with interaction within the social, civic, political, economic, cultural and natural environments. It helps learners to become responsible citizens in their community, and eventually their country, continent and the world, through the development of essential knowledge, understanding, skills and attitudes. Learning experiences in the natural scientific sphere aim at increasing the learners' knowledge and understanding of the physical and biological world of which they are part. This includes understanding how people use the natural environment to satisfy human needs, and how the environment may be changed in ecologically sustainable ways. Critical thinking, investigating phenomena, interpreting data, and applying knowledge to experimental skills are essential to understanding the value and limitations of natural scientific knowledge and methods, and their application to daily life. The combination of developing positive values and attitudes towards and scientific knowledge about health, is of special relevance for the individual, the family, and society as a whole.

Environmental Studies promotes the following aims in the curriculum guide:

- 3.3.1 - develop a lively, questioning, appreciative and creative intellect, enabling learners to discuss issues rationally, to make careful observation and analysis, to experiment, to think scientifically, solve problems, and apply themselves to tasks
- 3.4.3 - enable learners to obtain the knowledge and understanding, skills and competencies, and attitudes and val-

ues needed for their personal development, related to the changes in Namibian society

- 3.5.1 - develop attitudes and practices and further knowledge and activities which promote physical and mental health
- 3.7.1 - promote democratic principles at school level in the educational system, and in civil life
- 3.7.2 - develop the learners' social responsibility towards other individuals, family life, the community and the nation as a whole
- 3.7.3 - promote equality of opportunity for males and females, enabling both sexes to participate equally and fully in all spheres of society and all fields of employment

3. BASIC COMPETENCIES AND LEARNING OUTCOMES

On entry to the Lower Primary Phase, all learners will have experiences and awareness of their social and natural environment. Environmental Studies will build on that experience and awareness and develop competencies in order to achieve the aims of the study.

Nearly all learners will be able to achieve more than a satisfactory minimum in the basic competencies, some will be able to do much better. A few learners will just be able to manage satisfactorily, and must receive support teaching through adapted teaching approaches, adapted materials, and assistance from peers.

A very small number of learners have special educational needs to a degree that requires greater individual attention or resources. Some will have handicaps that do not necessarily limit cognitive and affective learning and development (visually impaired, hearing impaired, physically handicapped). Learners with Downs's syndrome, other forms of mental handicap, or Attention Disability Disorder, will have very differing basic competency profiles. Teaching materials and assessment for these learners will be more specifically adapted in inclusive classes.

Learning Outcomes

On completing Grade 4, the learners can look after their own basic health and nutrition, interact positively in the social environment, and act responsibly towards the natural environment.

4. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

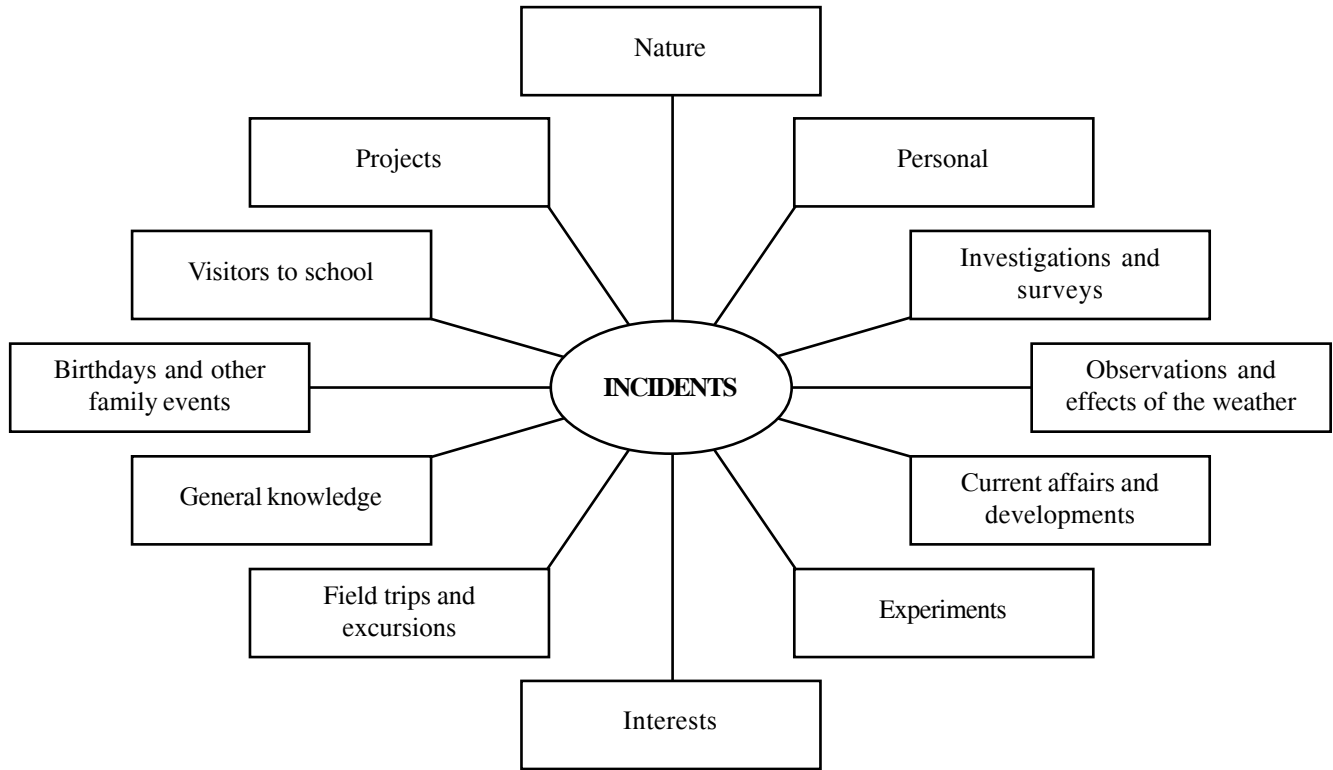
The Lower Primary Phase places most emphasis on understanding the local social and natural environment and applies new concepts in a known context. The transition to English in Grade 4 makes particularly great demands on the learner, and most of the material in Grade 4 is therefore a consolidation in English of what has been learnt in Grades 1-3, with code-switching to the first language where necessary, and some more depth in certain topics.

5. SUMMARY OF LEARNING CONTENT

The syllabus comprises three main themes: The Social Environment, Health and Nutrition, and The Natural Environment. However, the themes are not to be seen as separate compart-

ments and topics should be taught across all three. In addition, teachers should note that there are certain aspects that should not be taught as separate entities and at fixed times during the school year. These aspects may be grouped under

the topic ‘Incidental’ as represented in the diagram below and should be taught at appropriate times of the year or as interest arises more spontaneously:



6. THE LEARNING CONTENT: GRADES 1-4

The syllabus is not a fixed sequence for teaching the topics within each year. While each of the topics should be thought

of as representing a series of related lessons – never a single lesson – teachers should develop sequences according to their knowledge of the learners and the local context.

	GRADE 1	GRADE 2	GRADE 3	GRADE 4
The Social Environment	<p>Social Groups and Institutions</p> <ul style="list-style-type: none"> The family as a base social group One social service as a health provider <p>Culture</p> <ul style="list-style-type: none"> Culture in the family Symbols of national culture <p>Infrastructure and Communications</p> <ul style="list-style-type: none"> Infrastructure and communications in the home and local community Traffic safety Safety on the way to school 	<p>Social Groups and Institutions</p> <ul style="list-style-type: none"> Own identity in a family group Local social networks Local sources of help and service <p>Culture</p> <ul style="list-style-type: none"> Local culture National culture <p>Infrastructure and Communications</p> <ul style="list-style-type: none"> Traffic safety Buildings Transport and communications 	<p>Social Groups</p> <ul style="list-style-type: none"> Family Other social groups Social service providers <p>Culture</p> <ul style="list-style-type: none"> Cultural diversity National culture Public holidays marking important national events <p>Infrastructure and Communications</p> <ul style="list-style-type: none"> Traffic safety Transport and communications Housing before and now 	<p>Our Regions</p> <ul style="list-style-type: none"> Origins of the people of our region Our family life Geography of our regions <p>Culture</p> <ul style="list-style-type: none"> The culture of our region Historical places and famous people <p>Infrastructure and Communications</p> <ul style="list-style-type: none"> Means of transport and links in our region Communications Current issues and events in the region

	GRADE1	GRADE2	GRADE3	GRADE4
The Social Environment (cont.)	Economic Activity <ul style="list-style-type: none"> The family as an economic unit Entrepreneurship 	Economic Activity <ul style="list-style-type: none"> Shops and markets in our local community Entrepreneurship 	Economic Activity <ul style="list-style-type: none"> Our resources Crafts and factories Economic activities in our rural and urban areas Entrepreneurship 	Economic Activities <ul style="list-style-type: none"> How our early people lived Farming, fishing and mining Entrepreneurship Civics of our Region <ul style="list-style-type: none"> Social Groups How our region is governed Security and social services in our region
Health, Safety and Nutrition	Health and Safety <ul style="list-style-type: none"> Personal health Care of oneself and others Personal safety as part of well-being Nutrition <ul style="list-style-type: none"> Healthy/unhealthy food 	Health and Safety <ul style="list-style-type: none"> Personal hygiene The senses Contagious diseases Nutrition <ul style="list-style-type: none"> Preparing food Local food 	Health and Safety <ul style="list-style-type: none"> Infectious diseases HIV/AIDS Nutrition <ul style="list-style-type: none"> Food storage and preparation Fopod from Namibia 	Health and Safety <ul style="list-style-type: none"> My body Growing up My Self HIV/AIDS Nutrition <ul style="list-style-type: none"> Good nutrition
The Natural Environment	Plants <ul style="list-style-type: none"> Local plants Animals <ul style="list-style-type: none"> Domestic/wild Weather <ul style="list-style-type: none"> Seasons Water <ul style="list-style-type: none"> Water is life Environmental Care <ul style="list-style-type: none"> Keep the environment clean 	Plants <ul style="list-style-type: none"> Basic characteristics Spread Germination Animals <ul style="list-style-type: none"> Animals as part of the food chain Weather <ul style="list-style-type: none"> Seasons Environmental Care <ul style="list-style-type: none"> Water: the most important resource 	Plants <ul style="list-style-type: none"> Growth Identification Animals <ul style="list-style-type: none"> Interdependence of animals and their habitat Weather <ul style="list-style-type: none"> Interdependence of climate and environment Environmental Care <ul style="list-style-type: none"> Clean water 	The Living World <ul style="list-style-type: none"> Living or non-living? The needs of living things Plants as important sources of food and raw materials Animals as living things The Non-living World <ul style="list-style-type: none"> Materials and their characteristics Water Soils types Light Sound Environmental Care <ul style="list-style-type: none"> A healthy environment Plant and animal conservation

7. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The themes and topics of Environmental Studies are extended across the curriculum in other subjects. Environmental Studies is also the main carrier subject of the cross-curricular themes of HIV and AIDS Education, Human Rights and Democracy, Population Education and Environmental Learning.

The syllabus is a framework outlining objectives, approaches and competencies. In the classroom, however, a different type of syllabus can be used based on thematic webs, where a

chosen theme is studied and the material outlined in the syllabuses in different subjects is organised around that theme. Thus, Mathematics will be applied to the theme being studied, and language work will focus on it, as well as Environmental Studies, Arts and Religious and Moral Education (see next page).

8. GENDER ISSUES

Including gender perspectives is important in all social themes in order to raise awareness of gender stereotyping, how limitations are set on gender equity, and how to promote

Cross-Curricular Issue	Environmental Studies	Language	Mathematics	Arts	Religious & Moral Education
Environmental Education	Natural Environment: Impact of human behaviour on water, plants, weather	Talking, listening to and reading stories, creative writing about the environment	Data handling: Picture graphs – consumption of water per week	Collage, using materials from the environment; visual art, songs and drama about the environment	Stories about the creation and environment; environmental values education
HIV and AIDS Education	Caring for our environment Healthy eating; Health services; Behaviour towards and care for relatives/friends/ neighbours	Talking, listening to and reading stories, creative writing about health, caring, illness, death	Data handling: Pictographs; Time; Money	Drawing, painting, songs, drama, about HIV and AIDS, and about one's own feelings about it	Stories about care, comfort and healing of sick people; the value of life and the individual
Population Education	Impact of settlements on the environment	Talking, listening to and reading stories, creative writing about families	Data handling: Picture graphs – boys and girls in the class/family	Population issues expressed through drawing, music, drama	Customs, beliefs and values of
Human Rights and Democracy Education	Culture: Customs and religious ceremonies Traditional stories The right to shelter, clean water & environment, food and education	The right to one's own language; talking, listening to and reading stories, and writing in one's own language	Data handling: Picture graphs	Visual art, songs, music, drama about Human Rights, Children's Rights, Rights of the Girl Child; expressing oneself freely	The right to freedom of religion

gender equity in all spheres of life. In Science activities related to studying the natural environment, it is particularly important for girls to feel confident from the start in order to provide motivation to continue in Natural Science throughout their school career and beyond.

9. LOCAL CONTEXT AND CONTENT

In the Lower Primary Phase, the content of Environmental Studies is very largely taken from and related to the learners' immediate environment and community, hence the name of the subject.

10. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education described in Ministry policy documents, curriculum guides, and the Conceptual Framework document. This approach ensures optimal quality of learning when the following principles are put into practice:

The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly, when it is best to let learners discover or explore information for themselves, when they need directed learning, when they need reinforcement or enrichment learning, when there is a particular progression of skills or information that needs to be followed, or when the learners can be allowed to find their own way through a topic or area of content. Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. Project work in groups can be used frequently as the learners develop social skills. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility

to participate in planning and evaluating their work, under the teacher's guidance.

Because of the language transition in Grade 4, more time should be spent working in depth with each topic. The natural environment component has less emphasis on accumulating facts and more on enquiry activities. Such activities do not require specialised equipment: everyday objects and materials are much more suitable for Lower Primary teaching. Hands-on activities stimulate exploratory talk among learners. That assists in developing and practising the language needed for understanding. The social environment component needs more discursive language and time should be spent assisting learners in being able to express what they think.

11. OUTLINE OF LEARNING CONTENT

See pages 96 to 115.

12. ASSESSMENT

Assessment in Environmental Studies in the Lower Primary Phase includes informal less structured and more structured continuous assessment, done during normal classroom activities. Continuous assessment is most important for following the learner's progress and giving feedback on an ongoing basis. The main purpose of assessment will be to obtain as reliable a picture as possible for the learners' progress and level of achievement in relation to the competencies. Assessment information will be used to:

- Inform the learner and her/his parents of progress and achievements
- Inform the teacher of problems in the learning process and guide compensatory teaching
- Evaluate the teaching/learning process in order to adapt methods and materials to the individual progress and needs of each learner to continually improve the working atmosphere and achievements of the class.

A broad range of informal assessment procedures should be used, such as practical tasks, observational techniques, informal questioning, discussion and peer assessments, etc. Assessments must be related to the objectives for each topic and may include individual, pair and group activities. The learners' participation and involvement and their contributions to group work must also be taken into account. At each step of the learning process, the teacher must be sure that the learners are achieving the basic competencies.

In addition to ongoing informal less structured continuous assessment, there should also be more structured continuous assessments. At the end of each term an average grade for the continuous assessment done should be recorded and reported to the learners and parents.

The levels of grading are:

- A: The learner is outstanding and has achieved all the competencies exceptionally well.
- B: The learner has achieved all the competencies very well.
- C: The learner has achieved all the competencies satisfactorily.
- D: The learner has achieved most of the basic competencies.
- E: The learner has achieved only a few of the basic competencies.

Points, ranging from 5=A to 1=E, should be used to average out marks and then converted into letter grades.

No percentage marks are being used at this level.

13. SYLLABUS GLOSSARY FOR LOWER PRIMARY PHASE: ENVIRONMENTAL STUDIES

NB: The meanings given here apply to the word in the context of this syllabus only and not necessarily to any other context.

- Adolescent** – a person between childhood and maturity
- Adoption** – to take a child into a family as a son or daughter
- Amplitude** – the greatest distance from resting of a plucked string; the greatest height of a sound wave
- Domesticated** – of animals, tame or household
- Ecocycle** – the cycle of the interdependence of living things and the natural environment
- Foster** – to promote growth and development
- Frieze** – patterned ornamental strip on a wall
- Germinate** – to make seeds grow
- Holistic** – treatment of any subject as a unified and integrated system
- Hygiene** – the science of the maintenance of health
- Hypothesize** – to formulate an idea to be tested
- Infrastructure** – man-made structures such as roads, buildings and communications
- Mammals** – vertebrates whose females feed their young with milk from the mammary glands
- Nuances** – subtle but important differences in meaning
- Nutrition** – intake of food; study of food intake
- Pedestrian** – a person who walks in traffic
- Phenomenon** – anything perceived as an occurrence or fact by the senses
- Properties** – characteristic features of a thing
- Resonance** – sound vibrating through the air or a substance
- Symbol** – an object or image representing a deeper meaning
- Utility** – usefulness

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
THEMES AND TOPICS						
LEARNING OBJECTIVES						
Learners will:						
APPROACHES						
Suggested activities that could lead to achieving the competencies:						
BASIC COMPETENCIES						
By the end of Grade 1, the learners can:						
GRADE 1						
PREPARATORY ACTIVITIES						
<ul style="list-style-type: none"> Myself 	<ul style="list-style-type: none"> Know and understand the body, the body parts and emotions 	<ul style="list-style-type: none"> Name and describe the different body parts and activities the body can perform, e.g. run, walk, sit, stretch, balance, etc. Identify expressions of emotion and explain reasons for mood changes Explain differences and similarities in people's bodies and characteristics that can change (length, weight) and that cannot change (eyes, skin colour) 	<ul style="list-style-type: none"> Distinguish between the parts of the body and their functions Recognise various feelings and emotions and how they can change 			
1. THE SOCIAL ENVIRONMENT						
<ul style="list-style-type: none"> Social Groups and Institutions <ul style="list-style-type: none"> The family as a base social group Local health providers 	<ul style="list-style-type: none"> Learn the value of good family relationships Learn about health services and their role in the community 	<ul style="list-style-type: none"> Draw their family members; role play family situations; discuss what makes a good family life Identify health care providers; role play visits by health workers or visits to health institutions 	<ul style="list-style-type: none"> Distinguish between good and poor family relationships Name basic health care providers in the home and community and explain their roles 			
<ul style="list-style-type: none"> Culture <ul style="list-style-type: none"> Culture in the family Symbols of national culture 	<ul style="list-style-type: none"> Be aware of customs and ceremonies in everyday life Understand and respect the value of a national president, national flag and National Anthem 	<ul style="list-style-type: none"> Discuss customs and ceremonies the family has or participate in Discuss what these symbols mean Discuss when the National Anthem is sung and why; behave appropriately when the National Anthem is played or sung Discuss why Independence Day is an important day in Namibia's history, and how we celebrate it Draw and colour the flag and discuss where it is flown in the local community Describe/role play what it must be like to be President and lead our country 	<ul style="list-style-type: none"> Explain own family customs and ceremonies Sing the National Anthem together with others showing correct behaviour Describe the design and colours of the Namibian flag Identify and name the President 			

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • Infrastructure and Communication <ul style="list-style-type: none"> - Infrastructure and communication in the home and local community - Transport and communication - Traffic Safety • Economic Activity <ul style="list-style-type: none"> - The family as an economic unit - Entrepreneurship 	<p>Learners will:</p> <ul style="list-style-type: none"> • Understand that housing varies • Identify what transport and communication are used in the local community • Understand the dangers in traffic and how to behave as a pedestrian and when riding a bicycle • Understand the potential dangers on their way to school • Understand that all family members can contribute to productivity • Understand why earning and saving money is important for the family 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Discuss what houses look like; building materials used; draw their houses • Identify the similarities and differences between various houses • Discuss various means of spreading news and of communicating • Draw and label pictures of the means of transport • Draw and describe road signs • Discuss how pedestrians should behave in traffic; point out danger spots in the local environment • Practise traffic behaviour • Describe their way to school and draw attention to potential dangers • Discuss who does paid/unpaid work; work in the home/outside the home; the purpose of earning money for the family • Draw up a class overview of occupations of family members (including housekeeper) • Discuss what articles learners could make and sell to earn money 	<p>By the end of Grade 1, the learners can:</p> <ul style="list-style-type: none"> • Describe their house and furniture • Describe their family's means of transport and communication • Identify the most important road signs for them in the local environment • Explain the dangers on or near a road and demonstrate how to cross a road safely • Identify and explain potential dangers on their way to school • Describe the occupations of their family members, and examples of entrepreneurship in the community • Explain why a family needs money and savings
2. HEALTH, SAFETY AND NUTRITION			
<ul style="list-style-type: none"> • Health and Safety <ul style="list-style-type: none"> - Personal health 	<ul style="list-style-type: none"> • Understand the importance of personal hygiene and health 	<ul style="list-style-type: none"> • Discuss the importance of both exercise and health • Discuss and practise daily routines to keep hair, skin, nails, ears, nose, eyes, hands, teeth and feet clean 	<ul style="list-style-type: none"> • Explain why personal hygiene, body exercise and rest are important

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • Health and Safety (cont.) <ul style="list-style-type: none"> - Care of oneself and others - Personal safety as part of well-being 	<p>Learners will:</p> <ul style="list-style-type: none"> • Understand how to care for others while protecting oneself • Understand how to take care of themselves in potentially dangerous situations 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Practise tending simple skin wounds • Discuss fear of contact and how to overcome it; the importance of caring and physical contact for HIV&AIDS infected • Identify potentially dangerous situations and places in the home, school and local environment, why they are dangerous and how to avoid them • Discuss and practise how to say “no” in an uncomfortable, potentially dangerous situation or touching; where to go for help • Learn yes/no forms of contact 	<p>By the end of Grade 1, the learners can:</p> <ul style="list-style-type: none"> • Describe precautions when tending to wounds • Describe what contact is safe with people with HIV&AIDS and what must be avoided • Describe danger and safety measures in the home, school and immediate environment
<ul style="list-style-type: none"> • Nutrition <ul style="list-style-type: none"> - Healthy/unhealthy food 	<ul style="list-style-type: none"> • Understand what food and eating habits are necessary for their growth and health 	<ul style="list-style-type: none"> • Discuss and illustrate healthy food and a balanced diet, and unhealthy food • Identify locally available food 	<ul style="list-style-type: none"> • Explain what is healthy food which should be eaten regularly, and healthy eating habits
3. THE NATURAL ENVIRONMENT			
<ul style="list-style-type: none"> • Plants <ul style="list-style-type: none"> - Local plants 	<ul style="list-style-type: none"> • Learn about plants in their environment and the growth cycle 	<ul style="list-style-type: none"> • Observe trees, bushes and grasses in the environment • Collect specimens of leaves, bark, seeds, roots • Compare and label • Learn which are poisonous • Observe germination of different types of seeds 	<ul style="list-style-type: none"> • Identify and name trees, bushes and grass from their own environment, and their main parts • Identify and name poisonous plants in their environment • Describe how seeds germinate

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 1, the learners can:
<ul style="list-style-type: none"> • Animals - Domestic/Wild 	<ul style="list-style-type: none"> • Understand the differences between domestic and wild animals 	<ul style="list-style-type: none"> • Collect observations from learners' pets; observe if possible • Discuss and draw main domesticated animals • Project work on different wild animals through drama, story telling and art 	<ul style="list-style-type: none"> • Explain the difference between domestic and wild animals, including their main physical features and feeding habits
<ul style="list-style-type: none"> • Water - Water is life 	<ul style="list-style-type: none"> • Understand the importance of clean water and recognise some basic properties of water 	<ul style="list-style-type: none"> • Discuss why we need water and why only clean water should be drunk • Demonstrate a way to purify water at home • Experiment with water: objects float or sink; water in different shape containers • Identify local water sources 	<ul style="list-style-type: none"> • Identify and name sources and uses of clean water • Describe two physical properties of water
<ul style="list-style-type: none"> • Weather - Everyday is a weather day 	<ul style="list-style-type: none"> • Become aware of weather conditions and seasons 	<ul style="list-style-type: none"> • Observe the weather regularly and keep a simple chart (sun, cloud, rain, wind, cold, warm, hot, very hot) 	<ul style="list-style-type: none"> • Compare and describe different weather conditions (sunny, cloudy, windy, rainy)
<ul style="list-style-type: none"> • Environmental Care - Keep the environment clean 	<ul style="list-style-type: none"> • Understand the importance why humans should keep the environment clean 	<ul style="list-style-type: none"> • Discuss why a clean and tidy school is necessary; take turns to tidy the classroom • Participate in cleaning-up activities of the school environment 	<ul style="list-style-type: none"> • Explain the importance of a clean environment

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
THEMES AND TOPICS						
LEARNING OBJECTIVES						
Learners will:						
APPROACHES						
Suggested activities that could lead to achieving the competencies:						
BASIC COMPETENCIES						
By the end of Grade 2, the learners can:						
GRADE 2						
1. THE SOCIAL ENVIRONMENT						
<ul style="list-style-type: none"> Social Groups and Institutions <ul style="list-style-type: none"> - Own identity in a family group - Local social groups - Local sources of help and service 	<ul style="list-style-type: none"> Understand that being a member of a family as a social group is part of one's identity Realise that there are different ways of describing family membership Understand the importance of being a member of social groups Understand that a community is a network of social groups Understand that a society needs services, such as post office, clinic, police, etc. 	<ul style="list-style-type: none"> Draw family trees showing their own place in, and other members of, the immediate and extended family. Write the names and draw the people Compare family trees: find who is related within the class Discuss important nuances in terms of family relationships in African languages represented in the class/Namibia, for which English is inadequate (e.g. meanings of "uncle" and "aunt", "sister" and "brother") Discuss fostering and adoption as ways of including orphans in a family group Discuss and draw web diagrams of formal and informal groups they belong to, e.g. who they play with; which church they go to; also what groups or clubs older brothers and sisters belong to, and which their parents belong to In groups, list what they think are community services and what are not Compare and clarify Present through dramatisation and drawing 	<ul style="list-style-type: none"> Explain why it is important to be a member of a family Distinguish between immediate and extended families Describe main social activities in the community Describe main social services in the community 	<ul style="list-style-type: none"> Describe customs and cultural expression in the local community 		
<ul style="list-style-type: none"> Culture <ul style="list-style-type: none"> - Local culture 	<ul style="list-style-type: none"> Appreciate how customs and celebrations are linked to special events or make ordinary events special 	<ul style="list-style-type: none"> Discuss what special days, events and ceremonies are celebrated and how (e.g. special forms of dress, music, ways of behaving) Draw and dramatised these events 				

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • Culture (cont.) <ul style="list-style-type: none"> - National culture 	<p>Learners will:</p> <ul style="list-style-type: none"> • Get a sense of the fact that colours and shapes of the national flag have specific symbolic meanings in context • Appreciate that national leaders are respected for their position and deserve courteous treatment 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Guess what the colours and images could mean; find out the intended meanings; draw/colour the flag, write the word for each symbol • Discuss what happens when a dignitary visits; who is shown on TV, talked about on radio, or pictured in newspapers at official ceremonies; opening of Parliament; Independence Day 	<p>By the end of Grade 2, the learners can:</p> <ul style="list-style-type: none"> • Explain what the colours and images of the national flag mean • Explain why and how local and national leaders are honoured
<ul style="list-style-type: none"> • Infrastructure and Communication <ul style="list-style-type: none"> - Traffic safety - Buildings - Transport and communication 	<ul style="list-style-type: none"> • Develop responsible behaviour in traffic • Appreciate the variety of homes and buildings in the local environment • Appreciate how transport and communication knit the community together 	<ul style="list-style-type: none"> • Observe and tell about good and bad traffic behaviour in the environment • Roleplay, and discuss how to behave safely in traffic • Draw pictures of good traffic behaviour • Collect and make group exhibitions with labels of small samples of materials used in building their homes, and other buildings • Discuss how the same basic materials can be used to create different forms and structures • Draw and discuss all types of transport they see in the local environment • Draw and discuss all forms of communication used 	<ul style="list-style-type: none"> • Describe how one should behave in traffic as a pedestrian and as a passenger in a vehicle • Describe and name building materials used in the local environment • Describe the roles of public transport and means of communication in the community
<ul style="list-style-type: none"> • Economic Activity <ul style="list-style-type: none"> - Shops and markets in our local community - Entrepreneurship 	<ul style="list-style-type: none"> • Understand the role of shops, markets and entrepreneurship in their local community 	<ul style="list-style-type: none"> • Discuss why people go to shops and markets • Visit a local shop and market and compare them • Role of the shopkeeper/stallholder • Role play trading • Raise funds through class projects 	<ul style="list-style-type: none"> • Describe traditional and modern ways of trading and selling and the role of shopkeeper/customer • Explain the worth of entrepreneurship

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 2, the learners can:			
2. HEALTH, SAFETY AND NUTRITION						
<ul style="list-style-type: none"> • Being a healthy person <ul style="list-style-type: none"> - Personal hygiene - The senses 	<ul style="list-style-type: none"> • Understand and be motivated to practise personal hygiene • Appreciate how clothing varies according to circumstances • Become more aware of and understand the senses 	<ul style="list-style-type: none"> • Discuss why we should wash/bathe regularly; where we should and should not bathe and why • Discuss the importance of clean clothes • Relate types of clothing to customs or age group, social events, activities and seasons • Draw and label the different types of clothing • Concentration and sensitivity games for sight, hearing, touch, smell and taste • Describe the sensations • Basic care of eyes, ears, nose, mouth 	<ul style="list-style-type: none"> • Explain why personal cleanliness is important • Describe appropriate clothing for certain events or weather conditions • Explain the sense organs and how to take care of the nose, ears, eyes and mouth 			
<ul style="list-style-type: none"> • Nutrition <ul style="list-style-type: none"> - Preparing food - Local food 	<ul style="list-style-type: none"> • Understand the importance of handling food hygienically • Know which food products are available locally 	<ul style="list-style-type: none"> • Bring fruit, vegetables and edible roots (if available) to be washed/peeled • Identify which can be eaten raw when washed and/or peeled, and which must be cooked • Discuss how and why boys and girls can both help prepare food at home • Find out what food can be found naturally or is produced locally, and classify according to source • Make displays with drawings, packaging labels, and/or samples 	<ul style="list-style-type: none"> • Explain how to handle food hygienically and why hygiene is necessary • Identify local foods and their sources 			
3. THE NATURAL ENVIRONMENT						
<ul style="list-style-type: none"> • Plants <ul style="list-style-type: none"> - Basic characteristics 	<ul style="list-style-type: none"> • Understand that plants can be identified by characteristics of the leaves and seeds 	<ul style="list-style-type: none"> • Collect and compare 4-5 leaves and seeds, classify them by size and shape, identify and label them 	<ul style="list-style-type: none"> • Identify local plants by their leaves and seeds 			

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 2, the learners can:
<ul style="list-style-type: none"> • Plants cont. - Spread of seeds - Germination 	<ul style="list-style-type: none"> • Understand that seeds spread in controlled and uncontrolled ways • Develop their skills of observation and comparison of germination 	<ul style="list-style-type: none"> • Discuss the dispersal of seeds (wind, water, cultivation, through birds and animals) and find examples from the local environment • Sow seeds and observe and draw germination • Discuss similarities and differences from observations 	<ul style="list-style-type: none"> • Describe how seeds are spread • Describe the germination of the seeds which were observed
<ul style="list-style-type: none"> • Animals - Animals as part of the food chain 	<ul style="list-style-type: none"> • Begin to understand the food chain 	<ul style="list-style-type: none"> • Observe, draw and describe 3-4 insects and birds: appearance, habitat, feeding habits, enemies • Discuss and draw feeding habits of domestic animals, and what food and other products come from them 	<ul style="list-style-type: none"> • Describe the differences between insects and birds, and their place in the food chain • Describe food and other products from pigs, goats, sheep, and cattle
<ul style="list-style-type: none"> • Weather - Seasons 	<ul style="list-style-type: none"> • Understand identifying features of the seasons 	<ul style="list-style-type: none"> • Observe and record weather conditions on a chart, at intervals • Identify seasonal changes 	<ul style="list-style-type: none"> • Account for seasonal changes in weather conditions (temperature, rain, wind, clouds)
<ul style="list-style-type: none"> • Environmental Care - Water: the most important resource 	<ul style="list-style-type: none"> • Understand the importance of conserving water as part of the ecocycle 	<ul style="list-style-type: none"> • Locate where water is stored in the environment; how water can become polluted; how it is purified • Discuss why water must be used sparingly; what happens if it is not • How water can be saved in the home 	<ul style="list-style-type: none"> • Explain how and why water can be saved and stored

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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
THEMES AND TOPICS						
LEARNING OBJECTIVES						
APPROACHES						
BASIC COMPETENCIES						
By the end of Grade 3, the learners can:						
GRADE 3						
1. THE SOCIAL ENVIRONMENT						
<ul style="list-style-type: none"> • Social Groups <ul style="list-style-type: none"> - Family - Other social groups - Social service providers 	<ul style="list-style-type: none"> • Understand how sharing work in the home helps strengthen the family • Understand how social groups form a network of interests and voluntary services in the community • Understand how essential public services are organised 	<ul style="list-style-type: none"> • Dramatise and discuss what each person does at home; how work can be shared; what they can contribute • Build on Grade 2 and extend the picture of the local community: church groups, youth, sports, culture, HIV/AIDS groups, etc. • Dramatise some of the roles • Discuss and draw the local clinic, agricultural extension, police, security, water, other services, and people they know who provide the services • Visit some of the institutions • Invite providers to visit the class 	<ul style="list-style-type: none"> • Describe how the roles of family members complement/support each other • Describe the occupations of their family members • Explain what different social groups in their community do • Describe various public services provided in their own community 	<ul style="list-style-type: none"> • Describe traditions of different cultures in Namibia • Explain main functions of traditional leaders • Explain what the symbols on the Namibian coat of arms mean • Distinguish between religious and non-religious holidays 	<ul style="list-style-type: none"> • Share information about cultural traditions represented in the class • Ask community members about traditions or find information (pictures, videos) about cultural traditions in Namibia • Learn songs from different cultures • Discuss how traditional leaders are chosen and what they do compared to political leaders • Discuss the characteristics of the fish eagle, oryx and welwitschia; improvise and mime stories about them using simple masks. Discuss how characteristics are used to create wider meaning • Discuss what a public holiday is and whom it is important for; what people do on public holidays • Draw pictures and write about the holidays 	<ul style="list-style-type: none"> • Appreciate that one nation is made up of many cultures of equal value • Understand that older and newer forms of leadership exist side-by-side in Namibia • Understand that images of animals and plants can be more than just a picture or decoration, and can have meaning • Appreciate that some events in history have shaped everyone's life
<ul style="list-style-type: none"> • Culture <ul style="list-style-type: none"> - Cultural diversity - National culture - Public holidays marking important historical events 						

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 3, the learners can:
<ul style="list-style-type: none"> • Infrastructure and Communication - Traffic safety - Transport and communication - Housing before and now 	<ul style="list-style-type: none"> • Understand that traffic safety depends on correct behaviour and following safety codes • Extend their knowledge of transport and communication • Appreciate infrastructure development over time 	<ul style="list-style-type: none"> • Draw and label the most important road signs for cyclists • Practise hand signals cyclists must show, hand signals traffic officers give and correct response • Basic traffic rules for cyclists • Build on the knowledge of local transport and communications from Grade 2 • Find out what other types of transport there are beyond the local community but within the region • Draw/make models of traditional homes and shelters • Discuss what is similar/different to housing today 	<ul style="list-style-type: none"> • Explain road safety and traffic rules for cyclists • Describe transport and means of communication in the region • Compare traditional homesteads and shelters to modern buildings
<ul style="list-style-type: none"> • Economic Activities - Our resources - Crafts and factories - Economic activities and entrepreneurship in our rural and urban areas 	<ul style="list-style-type: none"> • Appreciate natural resources in their region and that they must be used with care • Learn about different crafts and factories in the region • Appreciate the need for different occupations in rural and urban areas 	<ul style="list-style-type: none"> • Write in table/diagram form the natural resources of their region and what the uses are • Find out what are the sources of fresh water supply • Give examples of limited resources • List crafts practised in their region • Find out what products are made by factories in the region • Visit and describe a factory or hand craft centre • List and compare the work of people in different settlements • Discuss how different jobs complement each other • Compare entrepreneurship in urban and rural settings (e.g. craft products; income-generating activities, services) • Class projects for fund raising 	<ul style="list-style-type: none"> • Present findings on natural resources in visual form and comment on them • Describe what craft and factory products are made in the region • Account for the main occupations in the region • Participate in entrepreneurial activities

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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
THEMES AND TOPICS		LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES		
		Learners will:	Suggested activities that could lead to achieving the competencies:	By the end of Grade 3, the learners can:		
2. HEALTH, SAFETY AND NUTRITION						
<ul style="list-style-type: none"> • Health and Safety <ul style="list-style-type: none"> - Infectious diseases - HIV and AIDS 	<ul style="list-style-type: none"> • Understand how to avoid infection from the most common diseases • Understand the difference between HIV and AIDS and other diseases and become confident in interacting safely with people who are infected with HIV and AIDS 	<ul style="list-style-type: none"> • Discuss and do a class survey of what illnesses the learners and members of their families have had; identify and write down the most common infectious diseases, their symptoms and how they are spread • Discuss how HIV and AIDS is different from any other infectious disease by breaking down our immune system • The need for extra care and love for those who have HIV and AIDS • How we can interact closely without becoming infected 	<ul style="list-style-type: none"> • Describe the signs and symptoms of the most common infectious diseases in their environment • Investigate how they can be prevented • Describe how to behave towards people infected with HIV and AIDS 			
<ul style="list-style-type: none"> • Nutrition <ul style="list-style-type: none"> - Food storage and preparation - Food from Namibia 	<ul style="list-style-type: none"> • Understand the importance of proper storage and preparation of food • Understand interdependence of regions in supplying food to everyone in Namibia 	<ul style="list-style-type: none"> • Find out different ways in which food is stored at home and in the local environment (homes, farms, shops); different ways food is prepared; how to know food is properly cooked • Find out, draw and label what food is gathered and/or produced in other parts of Namibia 	<ul style="list-style-type: none"> • Explain the correct storage and preparation methods of food and why these are important • Name and explain how foods are produced in Namibia 			
3. THE NATURAL ENVIRONMENT						
<ul style="list-style-type: none"> • Plants <ul style="list-style-type: none"> - Growth - Identification 	<ul style="list-style-type: none"> • Understand how plants grow from cuttings • Be able to identify trees in their environment • Be able to identify harmful /poisonous plants in their environment • Identify Namibia's national plant 	<ul style="list-style-type: none"> • Each learner plants a cutting; cares for it and records growth weekly • Collect leaves/flowers/seeds/bark from different (indigenous) trees • Draw the trees, mount the samples and label them • Do as above with harmful/poisonous plants in the local environment • Draw and discuss the <i>Welwitschia mirabilis</i> and what makes it unique 	<ul style="list-style-type: none"> • Describe how plants grow from cuttings • Identify different types of trees in the environment • Distinguish between poisonous and non-poisonous plants in their environment • Explain why the <i>Welwitschia mirabilis</i> is special and needs conservation 			

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 3, the learners can:
<ul style="list-style-type: none"> • Animals - Interdependence of animals and their habitat 	<ul style="list-style-type: none"> • Appreciate that animals and their habitat are interrelated 	<ul style="list-style-type: none"> • Identify reptiles in the local environment • Identify dangerous snakes • Find out about and draw the fish eagle and another water bird • Find out about seawater or freshwater fish • Find out about the oryx's appearance, habitat, what makes it unique • Collect information on prehistoric animals and why they died out, draw, model 	<ul style="list-style-type: none"> • Distinguish between the basic physical features, habitats and feeding habits of reptiles, water birds and fish • Describe basic features and characteristics of the oryx • Describe similarities and differences between prehistoric animals and present day animals
<ul style="list-style-type: none"> • Weather - Interdependence of climate and environment 	<ul style="list-style-type: none"> • Understand that there is an interrelationship between weather and the natural environment 	<ul style="list-style-type: none"> • Regularly record weather observations and changes and discuss their effects on the environment, animals and people 	<ul style="list-style-type: none"> • Describe the effects of the four seasons and rainy and dry periods on plants and animals
<ul style="list-style-type: none"> • Environmental Care - Clean water 	<ul style="list-style-type: none"> • Understand the importance of clean water 	<ul style="list-style-type: none"> • Investigate where water is found in the environment; sources of pollution; purification of water 	<ul style="list-style-type: none"> • Describe how water becomes polluted and how it can be purified

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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
THEMES AND TOPICS						
Learners will:						
LEARNING OBJECTIVES						
Suggested activities that could lead to achieving the competencies:						
APPROACHES						
By the end of Grade 4, the learners can:						
BASIC COMPETENCIES						
GRADE 4						
1. THE SOCIAL ENVIRONMENT						
<ul style="list-style-type: none"> • Our Regions <ul style="list-style-type: none"> - Know the regions - Origins of the people of our region - Our family life 	<ul style="list-style-type: none"> • Learn the names and boundaries of the regions of Namibia • Develop an understanding of the various origins of people in their region and why some of them moved • Deepen their knowledge about the importance of family life • Understand that the roles of women depend on culture and can change 	<ul style="list-style-type: none"> • Work in pairs/groups with maps with regional boundaries • Place name labels where they think they belong; check • Repeat with competitions for quickest completed, correct map • Investigate the various origins of the learners in their classroom and teachers in their school and list reasons why some moved away • Describe how the family helps children to develop the body (physically), the mind (mentally), and the behaviour in the group (socially) • Give examples of a family member teaching what is right and wrong (values) and caring for others • List the rights and duties of family members • Dramatise a simple case of participatory decision-making in a family • Find out by collecting articles/pictures from newspapers/magazines to show how women's roles are changing 	<ul style="list-style-type: none"> • Describe/present different cultural traditions in the region • Explain the importance of at least two historical places in the region • Name historical persons of their region, and give reasons why they are important • Sing the OAU anthem together with others, showing respect 	<ul style="list-style-type: none"> • Locate and name the regions of Namibia on a map • Explain why some people in their region have moved between regions/countries • Explain why family life is important for every individual • Give examples of how the role of women is changing 		
<ul style="list-style-type: none"> • Our Cultures <ul style="list-style-type: none"> - The culture of our region - Historical places and famous people - African unity 	<ul style="list-style-type: none"> • Appreciate different customs and traditions in their region • Learn about historical events • Discover more about African Unity 	<ul style="list-style-type: none"> • Describe/dramatise a traditional celebration/ceremony • Act out a short performance of traditional songs, music and dancing • Tell a traditional story to the class group • Identify and make a display of craft • Locate historical places in their region, describe what happened there, who was involved; make a model or draw a picture of one historical place • Understand and respect the value of the anthem of the Organisation for African Unity (OAU) 				

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 4, the learners can:
<ul style="list-style-type: none"> • Infrastructure and Communication - Means of transport and links in our region - Communication - Current events and issues in the region 	<ul style="list-style-type: none"> • Understand the functions of transport and transport links in the region • Appreciate communication as the transfer of ideas and information • Develop an interest in current issues and events in their region 	<ul style="list-style-type: none"> • Collect and present information on different forms of transport before and today in their region; what different forms of transport are used today; draw transport links to other regions on a map of Namibia • List different means of communication; write a letter to a class mate as a friend informing him/her about any event in their region; role-play telephone conversations; describe different types of programmes on the radio and TV; present daily news as if on the radio • Collect and report new events from newspapers, radio, TV, family, other people, present as if a radio announcer; interview classmates on their opinion 	<ul style="list-style-type: none"> • Make a presentation on the use of different forms of transport in the region and links to the rest of the country • Describe main means of communication in the region • Make a presentation on a current event in the region
<ul style="list-style-type: none"> • Economic Activity - How early people lived - Farming, fishing, mining - Entrepreneurship 	<ul style="list-style-type: none"> • Discover how early people in their region provided for their basic needs • Understand the importance of agriculture, fishing and mining • Develop entrepreneurial skills 	<ul style="list-style-type: none"> • Find out about the way of life of early groups of people in Namibia • Discuss different types of farming in their region today and its importance; fishing and mining activities in the region/Namibia • Class project to raise funds making and selling things, services etc. 	<ul style="list-style-type: none"> • Present information about the life of early people in the region • Distinguish between farming, fishing and mining activities and explain their importance • Participate in entrepreneurial activities and handle business transactions correctly
<ul style="list-style-type: none"> • Civics of our Region - Social Groups - How our region is governed 	<ul style="list-style-type: none"> • Understanding that people form groups of common interest and can elect representatives • Understand what the work of a Regional Council is 	<ul style="list-style-type: none"> • List groups of common interest to which family members and relatives belong; describe what the interests of their groups are; discuss rules of one organised group they belong to; conduct an election for class representatives • Find out about the activities of a Regional Council; discuss problems the Council is faced with, and suggest solutions 	<ul style="list-style-type: none"> • Participate in an election for class representatives • Describe the basic functions of the Regional Council

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THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • Civics of our Region (cont.) <ul style="list-style-type: none"> - Security and social services in our region 	<p>Learners will:</p> <ul style="list-style-type: none"> • Develop an understanding of social problems in the region and how they are dealt with 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Give examples of problems people have in their region; discuss what people themselves can do to solve these problems; find out what security and social services in their region do to help people 	<p>By the end of Grade 4, the learners can:</p> <ul style="list-style-type: none"> • Explain the functions of social and security services in the region
<ul style="list-style-type: none"> • Geography of our Region <ul style="list-style-type: none"> - Location and physical features - Weather, plants and animals 	<ul style="list-style-type: none"> • Appreciate main geographical features of their region • Understand what makes up the weather • Learn about vegetation and animals in their region 	<ul style="list-style-type: none"> • Indicate the four main directions; describe the location of their region on a map of Namibia using a direction pointer; identify natural features • Observe and record the weather for the region; listen to a weather report in English on radio/television and report back to the group/class what information it gave • Find out about, draw and label common plants in their region • Find out about, draw and label animals in their region 	<ul style="list-style-type: none"> • Describe the natural landscape of their region, e.g. (mountains, plains, dunes, rivers, lakes, dams, hills) • Describe weather patterns in different seasons • Describe vegetation and animals in the region
<ul style="list-style-type: none"> - Our settlements (towns, villages and farms) 	<ul style="list-style-type: none"> • Learn to differentiate between different types of settlements and reasons for their siting and distribution 	<ul style="list-style-type: none"> • Identify towns, villages and rural settlements of their region; find out reasons (physical, political) for the siting and distribution of settlements, starting with their own • Use a map to find out how the population of their region is distributed; find out reasons for the distribution of the population, including unplanned urbanisation; discuss problems of unplanned urbanisation and ways of improving life in poor, densely populated areas 	<ul style="list-style-type: none"> • Distinguish between different types of settlements and give reasons for the siting of their own • Explain dense and spread population and why unplanned urbanisation is a problem
<ul style="list-style-type: none"> - Our population distribution 	<ul style="list-style-type: none"> • Understand population distribution and the need for planned urban development 		

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 4, the learners can:
2. HEALTH, SAFETY AND NUTRITION			
<ul style="list-style-type: none"> • Health and Safety - My Body 	<ul style="list-style-type: none"> • Identify the functions of human sense organs • Investigate the functions of the human skeleton and muscles • Understand the digestive system 	<ul style="list-style-type: none"> • Experiment with and give examples of different kinds of information received by the sense organs (smell, visual, pain, hot/cold, texture, sound, taste) • Find out how the skeleton is a frame for attachment of muscles; how they work for movement; identify parts of the body protected by the skeleton • Work out the human digestive path and describe it in simple terms; describe the functions of chewing; find out why humans have a long digestive path • Investigate and make charts of similarities and differences in external features of classmates (height, foot size, waist, eyes, etc.) by age and sex • Identify stages of the human life cycle (baby, child, adolescent, adult) and how the body changes • Discuss how each person is responsible for the care of his/her body, and to respect others; what things it is necessary to say 'No' to; describe steps in making decisions; where can we find information; what choices do I have? identify influences on decision making; discuss being a boy or a girl; affection and sexual harassment; role play "saying no"; practise changing male behaviour 	<ul style="list-style-type: none"> • Describe the functions of human sense organs • Describe the functions of the skeleton and muscles • Describe the digestive system • Explain the main bodily changes of the life cycle
<ul style="list-style-type: none"> - Growing up 	<ul style="list-style-type: none"> • Differentiate between growth and development and appreciate differences in growing up 		
<ul style="list-style-type: none"> - My Self 	<ul style="list-style-type: none"> • Become aware of self a responsible individual and learn how to protect themselves against child abuse 		<ul style="list-style-type: none"> • State in which situations they should and can say No • Demonstrate how to say No

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • Health and Safety (cont.) <ul style="list-style-type: none"> - HIV and AIDS 	<p>Learners will:</p> <ul style="list-style-type: none"> • Understand what HIV and AIDS is and the effect on family, friends and society 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Discuss what the learners know and believe about HIV and AIDS; find correct information about what it is, how it is transmitted; safe ways of relating to HIV-positive people; how to prevent becoming infected; how it affects individuals, families and communities • Role play/Discuss feelings about HIV and AIDS – fear, silence, stigmatisation, resignation – and how to overcome these; how to be a good friend to someone who is HIV-positive or whose family is affected by HIV and AIDS • Role play/discuss how to build hope and confidence for one’s own future and how to support others in doing so 	<p>By the end of Grade 4, the learners can:</p> <ul style="list-style-type: none"> • Explain correct basic facts about HIV and AIDS • Explain what reactions and feelings people have about HIV and AIDS • State what they will do to ensure they lead a positive, healthy lifestyle and help others to do so
<ul style="list-style-type: none"> • Nutrition <ul style="list-style-type: none"> - Good nutrition 	<ul style="list-style-type: none"> • Understand the importance of good nutrition and a balanced diet 	<ul style="list-style-type: none"> • Find out what food is healthy food, what is not and why • Discuss what a balanced diet is and why it is important for the body • Discuss how food should be stored, prepared and eaten • Analyse what they eat over a typical week; make a healthy snack at school 	<ul style="list-style-type: none"> • Explain what is healthy food and a balanced diet • Name the main food groups
3. THE NATURAL ENVIRONMENT			
<ul style="list-style-type: none"> • The Living World <ul style="list-style-type: none"> - Living or non-living? - The needs of living things 	<ul style="list-style-type: none"> • Distinguish between living and non-living things • Understand animals’ specific requirements for life • Understand the specific requirements for life for plants 	<ul style="list-style-type: none"> • Identify key characteristics of living things and sort living from non-living things on the basis of these characteristics • Identify basic needs of animals and compare the needs of a domestic animal with the needs of people • Identify basic needs of plants and compare with the needs of people 	<ul style="list-style-type: none"> • Describe the difference between living and non-living things • Explain the basic needs of animals and plants

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<p>Learners will:</p> <ul style="list-style-type: none"> • The Living World (cont.) <ul style="list-style-type: none"> - Plants as living things - Plants as important sources of food and raw materials - Animals as living things • The Non-living World <ul style="list-style-type: none"> - Materials and their characteristics 	<p>Learners will:</p> <ul style="list-style-type: none"> • Understand the relation between external parts of a plants and their functions • Understand that flowering plants grow and produce seeds, which then produce more plants of the same kind • Appreciate the importance of plants for animal (including human) life • Understand the functions of observable parts of animals in relation to their needs • Understand differences in animal reproduction and care of the young • Relate the characteristics of materials to their utility 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Recognise, draw and name external parts of plants and describe the function of each; compare and draw the leaves of six different kinds of plants and find reasons for the differences • Observe, draw and comment on the development of seeds and flowers of six different local plants • Identify and give examples of parts of plants which humans use for food: leaves, fruit, stems, roots; find out which animals are herbivores • Find out about how people use leaves and stems as materials for shelter, tools, making things; use pictures, drawings and words to make an information chart about the uses of one plant in the community • Investigate how observable parts of three local insects, fish and birds are used to meet their needs • Investigate how an insect, bird and mammal reproduce and take care of their young • Investigate characteristics for distinguishing between materials • Motivate reasons for selecting materials for specific purposes (strong, cheap, heavy, etc.) • Experiment freely and describe effects of folding/rolling paper to give strength; weaving cloth, grass or leaves; shaping and firing clay; carving wood; cooking food 	<p>By the end of Grade 4, the learners can:</p> <ul style="list-style-type: none"> • Name the external parts of plants and describe their function • Present their observations of the growth of flowering plants • Present a project on main types of plants used for food, shelter, tools, textiles, baskets and other items • Distinguish between the body parts of insects, birds and fish • Describe how the body parts of insects, birds and fish are used to meet their needs • Describe how insects, birds and mammals produce and take care of their young: • Describe the characteristics of different materials and account for how characteristics can be changed • Select the correct materials for a specific purpose

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THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • The Non-living World (cont.) <ul style="list-style-type: none"> - Water - Soils - Light - Sound 	<p>Learners will:</p> <ul style="list-style-type: none"> • Investigate observable properties of water • Recognise and describe components of soils • Identify sources of light and understand how light creates shadow • Understand the source of sound and how its characteristics can be varied 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Recognise and describe characteristics of water such as flow, shape of drops, surface of water in containers • Experiment with, describe and sort materials which float or sink • Compare the amount of water absorbed by different materials like paper, cloth, wool • Observe and describe what happens when substances such as salt and sugar are added to water • Identify various components in a soil sample: clay, sand, pebbles, dead plant parts • Compare soils from three different locations, using the observable components • List a variety of sources of light: sun, moon, flames, light bulbs • Distinguish objects that emit their own light from those that require an external source of light in order to be seen • Observe and make diagrams/charts of changes in location and size of shadows in the early morning, midday and late afternoon • Predict and verify changes in the location and size of shadows • Experiment with sounds to produce high/low pitch, loud/soft dynamics, short or sustained resonance • Use words to describe different characteristics of sound • Hypothesise about what causes sound; discover that sound is the result of vibration and varies according to the amplitude 	<p>By the end of Grade 4, the learners can:</p> <ul style="list-style-type: none"> • Present and explain their findings about the observable properties of water • Present their findings about the various components of soil • Identify and name sources of light • Present their findings about light and shadow • Present their findings about the source and characteristics of sound

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • Environmental Care - A healthy environment - Plant and animal conservation 	<p>Learners will:</p> <ul style="list-style-type: none"> • Develop understanding that a healthy environment is important for our basic needs, and develop a sense of care for the environment • Appreciate the need to protect wild plants and animals 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Find examples of things around us which may affect the health of our bodies and describe how they do so; identify the characteristics of a healthy community; suggest how the environment can be improved • Brainstorm how people use their environment to provide for their basic needs; find examples of damage to the environment in their region; classify damage to the environment caused by human activities and damage caused by weather e.g. litter, cutting of trees, storms • Discuss ways in which we can take care of the natural environment in every day life; design a poster to encourage people to save water • Find out which plants and animals need to be protected and why 	<p>By the end of Grade 4, the learners can:</p> <ul style="list-style-type: none"> • Distinguish between environmental factors affecting health negatively and positively • Describe ways in which they can contribute to environmental care • Explain why it is important to protect species of plants and animals

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

SYLLABUS

ARTS

ENGLISH VERSION

GRADES 1-4

For Implementation
2005 – Grades 1 and 2
2006 – Grades 3 and 4

2005

First Language

Second Language

Mathematics

Environmental Studies

Arts

Religious & Moral Education

Physical Education

First Language	<p>CONTENTS</p> <p>1. INTRODUCTION 119</p> <p>2. RATIONALE 119</p> <p>3. BASIC COMPETENCIES AND LEARNING OUTCOMES 119</p> <p> Learning Outcomes 119</p>
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1. INTRODUCTION

This syllabus outlines the intended learning for Arts in the Lower Primary Phase. As a subject, Arts is within the aesthetic area of learning in the curriculum, but has thematic and methodological links to other subjects across the curriculum. Under optimal circumstances, this subject would need 3 periods per week.

2. RATIONALE

Arts promote the balanced growth, socialisation and development of the creative ability of a learner. The subject area is a means through which the process of unfolding, stimulating and capturing the learner's imagination and self-expression takes place. Through this subject area learners explore their inner selves, their environment, and make discoveries about communication through arts media. The Arts Syllabus for the Lower Primary Phase aims at introducing the basic concepts of the arts without losing sight of the interconnectedness of activities, developing a spirit of enquiry and experimentation, fostering skills of observation and creativity, and reinforcing work in other areas of the curriculum. The syllabus provides a broad experience-based arts curriculum for all learners. Arts supports and enhances the skills needed in other subjects.

Arts promotes the following aims in the curriculum guide:

- 3.7.4 - enable the learners to contribute to the development of culture in Namibia; and
- 3.7.5 - promote wider inter-cultural understanding.

Arts Education promotes cultural awareness and appreciation by:

- stimulating the learner's imagination and creativity
- encouraging self-expression, confidence and communication with others
- fostering self-discipline, responsibility and cooperation
- initiating the development of using the arts as a means of expression
- enhancing problem-solving skills.

3. BASIC COMPETENCIES AND LEARNING OUTCOMES

One of the most fundamental modes of human learning is through play, imitation, music, movement and visual expression. Before they start school, learners will have a repertoire of acquired competencies, which when refined, become artistic expression. The areas where their acquired basic competencies are strongest will vary from learner to learner.

During the Lower Primary Phase nearly all learners will be able to achieve more than a minimum level of competence, some will be able to do much more. A few learners will just be able to manage the minimum, and must receive support teaching through adapted materials, flexible approaches, assistance from peers and individual attention by the teacher.

A very small number of learners have special educational needs to a degree that requires additional attention or resources. Some will have handicaps that do not necessarily limit cognitive and affective learning and development (visually impaired, hearing impaired, physically handicapped). Learners with Downs Syndrome, other forms of mental handi-

cap, or Attention Disability Disorder, will have very differing competency profiles. The arts lend themselves especially well to developing perception and expressive skills in learners with special educational needs. Teaching, materials and assessment for these learners will be more specifically adapted in inclusive classes.

Learning Outcomes

On completing Grade 4, the learners can participate freely in creative activities, express themselves through art forms, and appreciate what others communicate through the arts.

4. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

Arts is first and foremost a developmental rather than incremental subject, and it is difficult (nor is it desirable) to try and prescribe a rigid progression. The content and competencies are generic, and as the learner develops, the command of arts expression will become more sophisticated. At this level, it is most important to sustain and develop the learners' interest in expressing themselves through the arts. The formal teaching of arts skills is kept to a minimum and is only given when the learners themselves need to find a way of expressing what they want to. Learners will explore all the art forms together to discover where their interests and aptitudes lie.

5. OVERALL PLAN OF THE SYLLABUS

The syllabus is a framework for further development at regional, circuit, school and classroom level, rather than a detailed specification of what to do and when. There are three content themes in the Arts Syllabus, which go through the whole phase:

- Participating
- Creating
- Appreciating

All four major areas of the arts – visual art, music, drama and dance - involve these three content themes. All four areas are worked with progressively throughout the phase. It is therefore up to the teacher to structure learning experiences over the four years so that all learners develop within the three content themes through the four major areas.

6. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

Visual art, music, drama and dance are always about something. That "something" will be matters of interest and concern on the part of the learners, much of which is contained in themes and topics from other subjects such as Environmental Studies, Religious Education, etc. The arts provide scope for reflecting over and expressing feelings and thus for developing emotional as well as cognitive intelligence more than many other subjects. Cross-curricular issues such as the environment, human rights, and democracy are main concerns of learners. The HIV and AIDS pandemic with widespread illness and death is one area where arts can help learners deal with difficult reactions and feelings, and to gradually work through these to build empathy with the victims, and self-confidence, assertiveness, and hope for themselves, and support for others.

Cross-Curricular Issue	Environmental Studies	Language	Mathematics	Arts	Religious & Moral Education
Environmental Education	Natural Environment: Impact of human behaviour on water, plants, weather	Talking, listening to and reading stories, creative writing about the environment	Data handling: Picture graphs – consumption of water per week	Collage, using materials from the environment; visual art, songs and drama about the environment	Stories about the creation and environment; environmental values education
HIV and AIDS Education	Caring for our environment Healthy eating; Health services; Behaviour towards and care for relatives/friends/ neighbours	Talking, listening to and reading stories, creative writing about health, caring, illness, death	Data handling: Pictographs; Time; Money	Drawing, painting, songs, drama, about HIV and AIDS, and about one's own feelings about it	Stories about care, comfort and healing of sick people; the value of life and the individual
Population Education	Impact of settlements on the environment	Talking, listening to and reading stories, creative writing about families	Data handling: Picture graphs – boys and girls in the class/family	Population issues expressed through drawing, music, drama	Customs, beliefs and values of
Human Rights and Democracy Education	Culture: Customs and religious ceremonies Traditional stories The right to shelter, clean water & environment, food and education	The right to one's own language; talking, listening to and reading stories, and writing in one's own language	Data handling: Picture graphs	Visual art, songs, music, drama about Human Rights, Children's Rights, Rights of the Girl Child; expressing oneself freely	The right to freedom of religion

Role-play, mime, dramatisation and artwork are used as part of learner-centred teaching methods in other subjects. Developing the learners' skills in these areas in arts will help improve their learning when using them in other subjects and thus enhance learning across the curriculum.

7. GENDER ISSUES

Gender issues are not only a topic to be dealt with through artistic expression, but also through how the work is organised. Boys and girls have different ways of perceiving and reacting to the world around them, and by working together in arts they can enrich one another's ways of understanding and expressing themselves.

8. LOCAL CONTEXT AND CONTENT

By taking the learners' own interests and questions as a point of departure, much of arts education will take on local content. The arts also provide many opportunities for contact with local artists, performers and craftspersons. African traditions in music and dance are strong in some areas of Namibia, and close links with the community should make it possible to use local instructors.

9. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education described in Ministry policy documents, curriculum guides, and the conceptual framework.

This approach ensures optimal quality of learning when the following principles are put into practice.

The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community and interaction with the environment. Learning in school must involve and extend the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly, when it is best to let learners discover or explore information for themselves, when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed, or when the learners

can be allowed to find their own way through a topic of area of content.

Work in groups, in pairs, individually or as a whole class must therefore be organised as appropriate to the task in hand. Wherever possible, co-operative and collaborative learning should be encouraged and in such cases, tasks must be designed so that pair or group work is needed to complete it: otherwise, the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

The objective of arts education is to introduce the various media of music, dance, drama and visual art as ways of expressing oneself and understanding the world. Teachers can select from a range of options and specialities and can add to the content where necessary. From the many varied activities suggested, teachers may select those which best suit the development of learners, and what they feel they can facilitate themselves, but must cover all the competencies. Within each of the four areas and topics, due regard must be given to starting with simpler activities in Grade 1 and gradually increasing to more complex activities year by year.

Arts should be organised as at least one double, and a single period per week, varying between the different activities. Except where specific things have to be taught in a directed way (e.g. songs), work should normally be organised in three phases. Phase one, where the learners first discuss what is to be done and how; Phase two, learners work with creating their art (visual, drama, dance, musical); Phase three, where each group presents/performs for the class, or art work is displayed, and gets response and feedback from the rest of the class. Projects, which integrate the arts such as puppet theatre or dance drama with masks and simple costumes, should be encouraged.

Time must be used to discuss what the learners themselves are interested in around them. The arts can help learners explore and express their ideas, feelings and fears. They should be encouraged to use Art to develop their identity, to express joy and hope, and to celebrate, and also to deal with tough issues around them.

The arts lend themselves to presentation to parents and the community. This should be a natural extension of the learners' presentations to each other in class but they should not be pressed to perform or present. The arts also provide many opportunities to bring in or visit members of the community who are known for their skills, to expose the learners to practising artists. This should be done for motivational purposes, and not in such a way as to give the learners a feeling that they cannot do as well as the adults they see.

This syllabus serves as a guiding document in the Namibian context, bearing in mind the level of training in specific subject areas, availability of teaching and learning materials, and learners' background and school environments. It is the process of educating through the arts that should be emphasized, not necessarily the arts products in themselves.

Teachers should note that the competencies do not limit the initiative of teachers or schools and one can go beyond them. While the syllabus content serves as a checklist for teachers, the themes suggested in the Syllabus Guide are meant to show how the activities can be organised, providing coherence and meaning. Teachers are advised to consult the Syllabus Guide frequently.

10. LEARNING CONTENT FOR GRADES 1-4

See pages 123 to 127.

11. ASSESSMENT

Assessment in the Lower Primary Phase includes informal less structured and more structured continuous assessment, done during normal classroom activities. Continuous assessment is most important for following the learner's progress and giving feedback on an ongoing basis. The main purpose of assessment will be to obtain as reliable a picture as possible for the learners' progress and level of achievement in relation to the competencies. Assessment information will be used to:

- Inform the learner and her/his parents of progress and achievements
- Inform the teacher of problems in the learning process and guide compensatory teaching
- Evaluate the teaching/learning process in order to adapt methods and materials to the individual progress and needs of each learner to continually improve the working atmosphere and achievements of the class.

A broad range of informal assessment procedures should be used in the Arts, for example practical tasks, observational techniques, informal questioning, discussion and peer assessments. Assessments must be related to the objectives for each topic and may include individual, pair and group activities, skills, ideas, processes, presentation and evaluation. The learners' participation and involvement and their contributions to group work must also be taken into account.

The product of learning will be assessed as well as the process, but not with as much emphasis. In terms of including products in the assessment, teachers should look for honesty, spontaneity, freshness of vision, originality and sensitivity. Nonetheless, the end product in itself should not be the deciding factor. What is of primary importance is that the learner has gained from the experience and that part of such art experience plays a role in the development of the whole child. Assessment must also take into account the learners' development. The level of competency of learners in similar tasks should increase grade by grade according to their level of developmental maturity.

In addition to ongoing informal less structured continuous assessment, there should also be more structured continuous assessments.

The levels of grading are:

- A: The learner is outstanding and has achieved all the competencies exceptionally well.
- B: The learner has achieved all the competencies very well.

First Language	<p>C: The learner has achieved all the competencies satisfactorily.</p> <p>D: The learner has achieved most of the basic competencies.</p> <p>E: The learner has achieved only a few of the basic competencies.</p>	<p>Enhance – intensify or increase in quality</p> <p>Foster – to promote growth and development</p> <p>Generic – common to a whole group or class of things</p> <p>Incremental – increasing, adding to</p> <p>Inter-cultural – sharing differences between different cultures</p>
Second Language	<p>Points, ranging from 5=A to 1=E, should be used to average out marks and then converted into letter grades.</p> <p>No percentage marks are being used at this level.</p> <p>12. SYLLABUS GLOSSARY FOR LOWER PRIMARY PHASE: ARTS</p> <p>NB: The meanings given here apply to the word in the context of this syllabus only, and not necessarily to any other context.</p>	<p>Paradigm – a framework for understanding</p> <p>Perception – become aware of something through the senses or understanding</p> <p>Percussion – creating sound by hitting something</p> <p>Repertoire – all the songs or music which a person can perform</p> <p>Resonance – sound vibrating through the air or a substance</p>
Mathematics	<p>Aesthetic – of the arts: the beautiful, satisfying, and/or appropriate</p> <p>Aptitude – natural ability to acquire skill or knowledge</p> <p>Choreography – design/plan of a dance</p> <p>Coherence – fitting together; understandable</p>	<p>Rigid – firm, strict, not to be changed</p> <p>Sophisticated – having refined or cultured taste/habits;</p> <p>Subdued (of colour) – soft, gentle, toned down</p> <p>Unison – singing the same melody line together</p>
Environmental Studies		
Arts		
Religious & Moral Education		
Physical Education		

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of this Phase, the learners can:
PREPARATORY ACTIVITIES			
<p>At the beginning of Grade 1: However, different exercises can be repeated as necessary during the four years as “warm-ups” or to focus on specific senses</p>	<ul style="list-style-type: none"> • Become aware of their senses, themselves and their immediate surroundings by means of their senses • Become aware of movement and gesture • Become aware of the possibilities of voice 	<ul style="list-style-type: none"> • Sense games and exercises in hearing, touch, sight, smell, and taste, both to identify sounds and objects and to use their imagination freely • Experiment individually and in pairs with facial expressions (anger, happiness, fear, sadness); Experiment with body expression/movement with and without music: heavy/light; tense/relaxed; fast/slow; high/low; stillness/movement; forwards/ backwards/side-ways/turning • Experiment individually and in pairs with vocal sounds, vocal range and vocal colour by using loud/soft; different vowels and consonants to imitate environmental sounds (dogs, cats, cows, goats, cars); different pitches (high, low, middle) • Learn the National Anthem and the anthem of the African Union 	<ul style="list-style-type: none"> • Participate freely in sense training • Participate freely in movement and gesture activities • Participate freely in vocal exercises • Sing the National Anthem and the anthem of the African Union from memory
PARTICIPATING			
<ul style="list-style-type: none"> • Individual involvement and group processes 	<ul style="list-style-type: none"> • Develop personal and social skills 	<ul style="list-style-type: none"> • In every process and project: share ideas about what is to be done and how • Work together in collaborative activities (drama, dance, music, visual displays) • Make positive contributions in group processes; ensure that no-one is left out • Give response to others about their work when invited to do so • Get fully involved in creative work; share own work with others 	<ul style="list-style-type: none"> • Co-operate in a group, respecting the needs of others

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
<p>THEMES AND TOPICS</p> <p>Learners will:</p> <p>LEARNING OBJECTIVES</p> <p>APPROACHES</p> <p>Suggested activities that could lead to achieving the competencies:</p> <p>BASIC COMPETENCIES</p> <p>By the end of this Phase, the learners can:</p>						
CREATING						
<ul style="list-style-type: none"> • Visual art <ul style="list-style-type: none"> - Colour, Shape, Texture, Pattern - Modelling 	<ul style="list-style-type: none"> • Discover the potential of colour, shape, texture and pattern • Develop skills in creating patterns • Develop modelling skills 	<ul style="list-style-type: none"> • Experiment with primary and secondary colours with paints, crayons, prints, and name them • Discover and re-create bright and subdued colours in nature and in materials; explore warm/cool colours • Experiment with shapes and patterns of manufactured objects and objects from nature • Experiment with materials surrounding them (wet, dry, slippery, rough, cold, smooth, sharp) • Collect objects for modelling and construction (sand, wood, leaves, wire, glass, fabric, clay, dead insects) • Observe and describe patterns in nature and man-made patterns • Make and present patterns using drawn, printed or painted lines, squares, waves, circles, repetitions; use potato and object prints • Make and present objects in different natural, recycled and found materials (clay, wire, wool, string), using weaving, folding, cutting, pasting (e.g. a puppet, mask, toy, table mat, gift, etc.) 	<ul style="list-style-type: none"> • Experiment creating pictures using different materials and processes (brushes, fingers, blowing, scraping, dripping, dabbing of paints, drawing with crayons) • Make collages by means of collecting, cutting, tearing, pasting, materials such as leaves, seeds, textiles, wool, string, wood, shavings, sand, beads, paper • Practice making paintings, drawings, prints, combining techniques or using different techniques and materials using overlapping shapes, patterns, textures, shades and tints 	<ul style="list-style-type: none"> • Explain their choices of media, materials and colours and make pictures, pattern work, shapes, models or figures 		
<ul style="list-style-type: none"> - Pictures 	<ul style="list-style-type: none"> • Develop pictorial skills 	<ul style="list-style-type: none"> • Experiment creating pictures using different materials and processes (brushes, fingers, blowing, scraping, dripping, dabbing of paints, drawing with crayons) • Make collages by means of collecting, cutting, tearing, pasting, materials such as leaves, seeds, textiles, wool, string, wood, shavings, sand, beads, paper • Practice making paintings, drawings, prints, combining techniques or using different techniques and materials using overlapping shapes, patterns, textures, shades and tints 	<ul style="list-style-type: none"> • Create their own pictures using a variety of materials, processes and techniques • Explain to others what it means and how it was done 			

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • Music - Singing 	<p>Learners will:</p> <ul style="list-style-type: none"> • Develop a repertoire of ten new, varied songs each year • Learn to improvise melody 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Perform songs and song games together in their mother tongue, other Namibian languages, English, and from neighbouring countries; keeping rhythm • Make appropriate movements: clapping, simple percussion (sticks, shakers, hand drums, whistles, etc.); in unison and/or in harmony where this is common local cultural practice • Learn more challenging songs in terms of pitch, rhythm, tempo, dynamics, and two-three-part harmony • Complete a simple unfinished melodic pattern sung by the teacher; make up and sing with others a simple tune to fit a verbal phrase; create a new melody • Start with simple repetitive patterns (ostinati) using instruments or found materials (gourds, seed pods, brake discs, metal staves, etc.) and simple musical instruments, including sticks, claves, small drums, shakers, xylophones; develop skills and playing together progressively • Complete a simple unfinished rhythmic pattern played by the teacher; repeat and then vary a simple short pattern given by the teacher • Discover and describe sounds made by strings, tubes, solid objects, hollow objects, different lengths, volumes, thickness, tensions, resonance, by blowing, striking, running and plucking • Experiment with patterns of sound in repetition, inversion, question-answer, loud/soft, high/low, etc. • In groups, perform increasingly challenging patterns in combinations of stringed, blown, struck, shaken and rubbed instruments; accompany songs 	<p>By the end of this Phase, the learners can:</p> <ul style="list-style-type: none"> • Sing in a conducted group, keeping rhythm, tempo and pitch • Play instruments (including objects from the immediate environment, body percussion, etc.) in a conducted group, keeping rhythm • Improvise rhythmic patterns and collate different sounds together in harmony
<ul style="list-style-type: none"> - Playing 	<ul style="list-style-type: none"> • Develop percussion skills • Learn to improvise rhythm • Learn to play and accompany as an ensemble 		

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
<p>THEMES AND TOPICS</p> <ul style="list-style-type: none"> • Drama <ul style="list-style-type: none"> - Mime - Role and character - Story (plot) • Dance <ul style="list-style-type: none"> - Given choreography - Improvised dance 	<p>LEARNING OBJECTIVES</p> <p>Learners will:</p> <ul style="list-style-type: none"> • Develop physical expressiveness • Develop the ability to plan and act out a role-play • Develop an awareness of how the story (plot) structures a drama • Develop awareness of how puppets reinforce expression 	<p>APPROACHES</p> <p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> • Participate in mirror and mime games • Mime animals, a person's daily actions (eating, drinking, brushing teeth, etc.); moods and expressions; abstracts (wind, fire, storm, calm) • Experiment with voice: volume, pitch, tempo, articulation • Use voice and movement in characterisation • Imagine, describe and play characters and their roles in different situations (e.g. friends/enemies; teacher/pupil, mother/child, brother/sister, mother/father) • Add on to stories, sentence by sentence; make up and dramatise a story with a beginning, building up to a climax, and ending in a (happy or sad) resolution • Dramatise characters, situations and stories and improvise plays using puppets 	<p>BASIC COMPETENCIES</p> <p>By the end of this Phase, the learners can:</p> <ul style="list-style-type: none"> • Present group-planned mime, role-plays, dramas, and puppet theatre with characterisation and structure 	<p>BASIC COMPETENCIES</p> <p>By the end of this Phase, the learners can:</p> <ul style="list-style-type: none"> • Present choreographed and improvised dances in a group with increasing variations and difficulty levels in the group dances 		

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of this Phase, the learners can:
APPRECIATING			
	<ul style="list-style-type: none"> Develop an understanding of their responses to art and how to communicate them positively 	<ul style="list-style-type: none"> Feedback sessions in every project: talk about their own work, why they chose what they did, what they intended to communicate or what effect they wanted When others present their work (art, music, a drama or dance), comment in a positive/encouraging way (avoiding simple like/dislike reactions) 	<ul style="list-style-type: none"> Communicate their interpretation of and response to others' artistic expression with an appreciative attitude

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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First Language

Second Language

Mathematics

Environmental Studies

Religious & Moral Education

Physical Education



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

SYLLABUS

**RELIGIOUS AND MORAL
EDUCATION
ENGLISH VERSION**

GRADES 1-4

**For Implementation
2005 – Grades 1 and 2
2006 – Grades 3 and 4**

2005

First Language

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Physical Education	

1. INTRODUCTION

This syllabus describes the intended learning for Religious and Moral Education in the Lower Primary Phase. As a subject, Religious and Moral Education is within the religious and moral area of learning in the curriculum, and has thematic links to other subjects across the curriculum. Under optimal circumstances, this subject needs 2 periods per week, including assembly.

2. RATIONALE

Religion is a way of making meaning out of life. Children are brought up in the feelings, values and relationships of their home culture from earliest childhood, and wonder about the mysteries of life. The aim of Religious and Moral Education is to enable learners to understand their religious beliefs and practices, and their values, and to accept other people and groups whose values and religious traditions differ from their own. Religious and Moral Education enables learners to better understand themselves and the changing multi-cultural world in which they are growing up. In this way the Religious and Moral Education syllabus supports the goals set out in the MBESC Pilot Curriculum Guide (1996), in particular the following:

- foster the highest moral, ethical and spiritual values such as integrity, responsibility, equality and reverence for life
- foster and promote the spiritual and religious well-being of the learner, with due regard to the diversity and freedom of beliefs

The aims of Religious and Moral Education are to:

- develop within the learners an awareness of belonging in a family and community; and to foster good relationships between home and school through encouraging the learner to seek information from adult members of the family
- develop an awareness of the existence of worshipping communities and of their importance, especially at turning points in life such as birth, puberty, marriage and death
- promote the learner's personal awareness of his/her beliefs, the learner's sense of awe and wonder, and growing out of this a desire to respect others, to further positive values, and to protect and preserve nature
- encourage cross-curricular activity, in order to develop the learners' affective, interpersonal and psychomotor potential through creative activities, and to promote critical thinking and problem-solving skills through group tasks
- develop in the learners an awareness of the rights of the child, including the right to say No, and an awareness of their corresponding responsibilities within the household, school and community
- provide the learners with a foundation for understanding their own and others' faiths on a systematic basis in later phases of school

3. BASIC COMPETENCIES AND LEARNING OUTCOMES

On entry to the Lower Primary Phase, all learners will have acquired some competence in religious knowledge from their home environment. Nearly all learners will be able to do more than the minimum required in this phase, and some will be

able to do much more. A few learners will just be able to manage the minimum, and must receive support teaching through adapted materials, flexible approaches, assistance from peers, and individual attention from the teacher. A very small number of learners have special educational needs to a degree which requires additional attention or resources. Some will have handicaps which do not necessarily limit cognitive and affective learning and development (visually impaired, hearing impaired, physically handicapped). Learners with Downs's syndrome, other forms of mental handicap, or Attention Disability Disorder, will have very differing competency profiles. Teaching, materials and assessment for these learners will be more specifically adapted in inclusive classes.

Learning Outcomes

On completing Grade 4, the learners would have a basic understanding of their own beliefs, are tolerant of others', and share common positive values.

4. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

This subject must first and foremost be based on the learners' own environment and background and their questions and wondering about life. To help develop their understanding of religion, the syllabus draws on aspects of recognised religions, mostly Christianity since it is so widespread in Namibia, and others to a lesser extent to start with. However, the teacher must adapt emphasis according to which views of life are represented in the class. Some will come from families who are nominal or practising Christians, others might come from other faith groups, and some will come from secular Humanist backgrounds. The teacher's approach must not be dogmatic in relation to his/her own beliefs, but ecumenical in terms of Christian beliefs, practices and understanding, and inter-faith in relation to other religions and value systems.

5. SUMMARY OF LEARNING CONTENT

Themes and topics as shown on the next page can be taken in any order, except e.g. festivals at the appropriate time in the year. Some of the topics in this syllabus are particularly suitable for presentation at assembly or parents' evenings. Many topics can lead to interesting wall displays in the classroom. It is optional how the time is applied, depending on the needs in a specific class/school and providing that there is reasonable coverage of all themes, but particular attention should be given to ensuring that there is ample time for topics of own choice as relevant for the class.

6. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

Religious and Moral Education must appeal to the whole person, and the subject can play an integrating role at each phase of development. Religion normally includes cultural and moral values, although it is not the only ground for such values. In this syllabus, these are especially clear in the themes of personal and social values and of human rights and democracy. Many of the themes and topics relate to issues in Environmental Studies, and arts activities are used extensively. Religious and Moral Education contributes to environmental learning and in this way provides for every learner an under-

	GRADE1	GRADE2	GRADE3	GRADE4
Belonging	Self and the community	Families in harmony and conflict	The community as a resource	Leadership in different faith communities
Phases of life	Welcoming a baby	Elders and ancestors	New responsibilities at adolescence	Traditions of marriage and what it means to be a family
The Sacred	Sacred places and objects	Special times in our lives, and sacred time	Sacred texts, music, and art	Water as a meeting-point with God; the symbolism of fire in African and Biblical tradition; the symbol of the cross
Festivals	Advent and Christmas	Passover, Easter	African traditions and religion; Palm Sunday and Holy Week	The temptation of Jesus in the desert; Lent; Ramadan
Social values	Interrelationships	Forgiveness and reconciliation	Making our own rules by majority decision and following them	Defining honesty; African and Biblical traditions about dishonesty
Religion and the environment	What there is around us People around us	Where our food comes from; the beauty of nature	Trees in religious traditions	The religious basis for protecting the environment
Personal values	Being at peace with oneself	Being at peace together	Personal values in everyday life	Jesus as a role model; identifying needs and action
Children's rights and responsibilities	My basic rights and responsibilities	Roles and responsibilities at home; at school	Training in assertiveness	Violence, Children's Rights, and responding to violence
Topics of own choice as relevant for the class				

standing of religious explanations of our place in the environment: who we are, why we are here, how the world has come into being, our responsibility towards the environment, etc. Religious and Moral Education is a subject where some of the more difficult issues such as reactions to and feelings about HIV/AIDS can be given time to be dealt with through discussion, role play, and art work. An overview is provided in the table on the next page.

7. GENDER ISSUES

In working with every theme, issues should be seen from both male and female points of view and what boys and girls are concerned about and interested in. Males and females tend to have different ways of thinking about ethical problems, and they should enrich each others' thinking by sharing perspectives in class. The syllabus gives Biblical examples which include both strong female roles as well as male characters, and when additional Biblical episodes are selected, positive female role models should be included.

8. LOCAL CONTEXT AND CONTENT

As far as possible in this phase, examples and issues should be taken from the learner's immediate community and environment. In general, it is important to embrace the African context of Christianity in Namibia. Europeans and European

missionaries have had difficulties in appreciating the wholeness of life which is deeply embedded in African culture and understanding, and African theology has made considerable advances as the churches have liberated themselves from European domination. At the Foundation (Primary) Phase level, everyday examples should be used of how the Christian faith can be interpreted, practised and enriched within an African tradition.

9. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education described in Ministry policy documents, curriculum guides, and the conceptual framework. This approach ensures optimal quality of learning when the following principles are put into practice.

The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community and interaction with the environment. Learning in school must involve and extend the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, con-

Cross-Curricular Issue	Environmental Studies	Language	Mathematics	Arts	Religious & Moral Education
Environmental Education	Natural Environment: Impact of human behaviour on water, plants, weather	Talking, listening to and reading stories, creative writing about the environment	Data handling: Picture graphs – consumption of water per week	Collage, using materials from the environment; visual art, songs and drama about the environment	Stories about the creation and environment; environmental values education
HIV and AIDS Education	Caring for our environment Healthy eating; Health services; Behaviour towards and care for relatives/friends/neighbours	Talking, listening to and reading stories, creative writing about health, caring, illness, death	Data handling: Pictographs; Time; Money	Drawing, painting, songs, drama, about HIV and AIDS, and about one's own feelings about it	Stories about care, comfort and healing of sick people; the value of life and the individual
Population Education	Impact of settlements on the environment	Talking, listening to and reading stories, creative writing about families	Data handling: Picture graphs – boys and girls in the class/family	Population issues expressed through drawing, music, drama	Customs, beliefs and values of
Human Rights and Democracy Education	Culture: Customs and religious ceremonies Traditional stories The right to shelter, clean water & environment, food and education	The right to one's own language; talking, listening to and reading stories, and writing in one's own language	Data handling: Picture graphs	Visual art, songs, music, drama about Human Rights, Children's Rights, Rights of the Girl Child; expressing oneself freely	The right to freedom of religion

tribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly, when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning, when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, in pairs, individually or as a whole class must therefore be organised as appropriate to the task in hand. Wherever possible, co-operative and collaborative learning should be encouraged and in such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise, the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

Some parents expect Religious and Moral Education to do the work of home-based religious and moral teaching, but Namibia is a secular state, and the state school system is not religion-based. Experience also shows that using school to try and make learners more (or less) religious does not work. Religious and Moral Education in a secular school contributes to the development of the learner by providing a better understanding of religion and religions. If it is done conscientiously in developing enquiring minds and positive values, it will enable the learners to recognise and appreciate the importance of their home beliefs and practices for themselves, and how they relate to those of others.

Religious beliefs provide a means of understanding and dealing with things beyond our rational understanding, such as creation, birth, life, suffering, and death. Religious and Moral Education lessons should be used to take up these wider questions as the learners raise them, as well as questions the learners have about moral and ethical issues such as fair play, justice, friendship, loyalty, rich and poor, growing up, truth and lies etc. The impact of the HIV and AIDS pandemic is confronting many children and young people with illness, suffering and death to an extent which has never been encountered before. Plenty of time must be given to discussing the learners' questions about such things, what their fears and questions are, and especially to build hope and confidence to lead a positive and meaningful life.

First Language	<p>10. OUTLINE OF LEARNING CONTENT See pages 135 to 145.</p> <p>11. ASSESSMENT Assessment in Religious and Moral Education in the Lower Primary Phase includes informal less structured and more structured continuous assessment, done during normal classroom activities. Continuous assessment is most important for following the learner's progress and giving feedback on an ongoing basis. The main purpose of assessment will be to obtain as reliable a picture as possible for the learners' progress and level of achievement in relation to the competencies. Assessment information will be used to:</p> <ul style="list-style-type: none"> • Inform the learner and her/his parents of progress and achievements • Inform the teacher of problems in the learning process and guide compensatory teaching • Evaluate the teaching/learning process in order to adapt methods and materials to the individual progress and needs of each learner to continually improve the working atmosphere and achievements of the class. <p>A broad range of informal assessment procedures should be used, such as practical tasks, observational techniques, informal questioning, discussion and peer assessments, etc. Assessments must be related to the objectives for each topic and may include individual, pair and group activities. The learners' participation and involvement and their contributions to group work must also be taken into account. At each step of the learning process, the teacher must be sure that the learners are achieving the essential competencies.</p> <p>In addition to ongoing informal less structured continuous assessment, there should also be more structured continuous assessments.</p> <p>The levels of grading are:</p> <p>A: The learner is outstanding and has achieved all the competencies exceptionally well.</p> <p>B: The learner has achieved all the competencies very well.</p> <p>C: The learner has achieved all the competencies satisfactorily.</p> <p>D: The learner has achieved most of the basic competencies.</p> <p>E: The learner has achieved only a few of the basic competencies.</p>	<p>Points, ranging from 5=A to 1=E, should be used to average out marks and then converted into letter grades.</p> <p>No percentage marks are being used at this level.</p>
Second Language		<p>12. SYLLABUS GLOSSARY FOR LOWER PRIMARY PHASE: RELIGIOUS AND MORAL EDUCATION NB: The meanings given here apply to the word in the context of this syllabus only, and not necessarily to any other context.</p> <p>Affective – relating to feelings and emotions Assertive – making your will or presence felt Bar Mitzvah – Jewish ceremony to mark adult status of boys Bath Mitzvah – Jewish ceremony to mark adult status of girls Ceremony – a formal activity in observation of an event Contrition – deeply felt remorse; being extremely sorry Ecumenical – what is unifying between Christian denominations Embedded – firmly rooted Ethical – based on correct behaviour Fasting – going without food or drink, partially, selectively or entirely, for a time Moral – about the difference between good and bad, right and wrong Multi-cultural – different cultures/involving various cultures Ramadan – Muslim month of fasting Reverence – feeling of deep respect for someone or something Ritual – customary religious or secular ceremony Sacred – set apart or with special meaning for a religious purpose Secular – non-religious Submissive – giving in, tending towards servility Symbol – an object or image representing a deeper meaning</p>
Mathematics		
Environmental Studies		
Arts		
Religious & Moral Education		
Physical Education		

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
GRADE 1			
BELONGING			
<ul style="list-style-type: none"> • Self and the community 	<ul style="list-style-type: none"> • Appreciate being cared for as the basis of becoming oneself 	<ul style="list-style-type: none"> • Discuss, draw, role-play how they are cared for at home; how they will be cared for at school • Mime/dramatise Biblical passages about caring (the lilies of the field, let the little children come to Me...) and healing (Jairus' daughter); the baby Moses in the reeds; his mother, sister and Pharaoh's daughter 	<ul style="list-style-type: none"> • Recount why they are valued, how others show it to them, how they can show it to others
PHASES OF LIFE			
<ul style="list-style-type: none"> • Being accepted into a community <ul style="list-style-type: none"> - Welcoming a baby 	<ul style="list-style-type: none"> • Know how different communities welcome a new baby 	<ul style="list-style-type: none"> • Discuss how names are chosen for babies in some families • Draw or describe a baptism ceremony; repeat the words used for baptism and what they mean • Discuss why water is used in Christian baptism • Give examples of how godparents can help a godchild • Compare with other ceremonies 	<ul style="list-style-type: none"> • Explain why ceremonies are important to welcome a baby
THE SACRED			
<ul style="list-style-type: none"> • Sacred places and objects 	<ul style="list-style-type: none"> • Understand that a place, or sometimes an object, can have meaning for an individual or group 	<ul style="list-style-type: none"> • Discuss what makes home and school special for them • Identify/draw places or objects that have special meaning, e.g. a tree, holy book, church, tomb, and why they are sacred 	<ul style="list-style-type: none"> • Explain why a place or object is special in a religious sense

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
BASIC COMPETENCIES						
By the end of Grade 1, the learners can:						
APPROACHES						
Suggested activities that could lead to achieving the competencies:						
THEMES AND TOPICS	LEARNING OBJECTIVES	LEARNERS WILL:	APPROACHES	APPROACHES	BASIC COMPETENCIES	BASIC COMPETENCIES
FESTIVALS						
<ul style="list-style-type: none"> • Joyful celebrations <ul style="list-style-type: none"> - Advent and Christmas 	<ul style="list-style-type: none"> • Understand why Christmas/religious festivals have a special meaning 	<ul style="list-style-type: none"> • Make an Advent calendar • Listen to the Advent and Christmas story; draw; dramatise • Sing Christmas carols and songs • Make Christmas cards • Discuss Christmas celebrations in their family or community • Compare with other festivals, birthdays and other celebrations in their own lives 	<ul style="list-style-type: none"> • Present and comment on the Christmas story/religious festival 			
SOCIAL VALUES						
<ul style="list-style-type: none"> • Living together <ul style="list-style-type: none"> - Interrelationships 	<ul style="list-style-type: none"> • Appreciate that positive values and actions bind us together 	<ul style="list-style-type: none"> • Demonstrate socially accepted ways to give or receive presents; discuss not accepting gifts from strangers • Practise formal/informal greetings; hear/tell a story of greeting from a religious tradition • Discuss/draw/dramatise how we show care for each other, the sick, disabled and elderly people; how to look after pets and domestic animals; how animals can help people • Discuss good causes which need gifts of money, clothes, food, to give to the needy; discuss what the learners can do 	<ul style="list-style-type: none"> • Explain why caring is important for everybody 			
RELIGION AND THE ENVIRONMENT						
<ul style="list-style-type: none"> • The world around us <ul style="list-style-type: none"> - What there is around us 	<ul style="list-style-type: none"> • Appreciate the natural and the man-made world 	<ul style="list-style-type: none"> • Observe their surroundings and the sky in different directions from a view point near the school; describe what they see • Make a sequence of pictures for the classroom • Identify what is man-made and what is not; discuss how the natural world came into being • Listen to the Biblical creation story and other creation stories and draw illustrations 	<ul style="list-style-type: none"> • Explain differences between man-made and natural features and state simply what they believe about creation 			

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
- People around us	Learners will: • Appreciate that shared beliefs bind people together	Suggested activities that could lead to achieving the competencies: • Discuss the idea that God cares for people; what we believe prayer can do when we pray for others	By the end of Grade 1, the learners can: • Explain why and how they pray for others, or think of others if they do not pray
PERSONAL VALUES			
• Change, loss and growth - Being at peace with oneself - Turning points in life	• Begin to value inner peace • Appreciate that life is a process of change	• Experience resting quietly while listening to music or a story • Discuss/draw situations where they feel happy when they are quiet or alone • Listen to a story or stories about poverty, sickness and death, e.g. Gautama who became the Buddha • Retell/dramatise/draw episodes from the story • Discuss turning points in their own lives • Talk about/observe the growth of a plant seed or an insect, e.g. caterpillar, as it changes, and draw the stages of development • Talk about the new life which they have seen; how plants and animals die, the difference when people die • Ways of supporting people at a time of mourning • Discuss Christian beliefs about eternal life • Drama or art work about changes and death	• Tell about a time when they felt happy and satisfied • Explain the difference between changes within life and the change brought about by death
CHILDREN'S RIGHTS AND RESPONSIBILITIES			
• My basic rights and responsibilities	• Understand basic children's rights	• Discuss the right to a name; family; nationality; education; freedom from work	• Explain their basic rights and responsibilities
TOPICS OF OWN CHOICE			
	• Learn to listen to and share different points of view	• Choose topics together as relevant for the class	• Express their own and relate to others' points of view about the topics

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
THEMES AND TOPICS						
LEARNING OBJECTIVES Learners will:		APPROACHES Suggested activities that could lead to achieving the competencies:		BASIC COMPETENCIES By the end of Grade 2, the learners can:		
GRADE 2						
BELONGING						
<ul style="list-style-type: none"> Families in harmony and in conflict 	<ul style="list-style-type: none"> Appreciate the interdependence of family members 	<ul style="list-style-type: none"> Relate something about the members of the family, and what each one does for the others Compare both sides of a family dilemma and the feelings involved, e.g. Ruth and Naomi; Joseph and his brothers Mime/dramatise the stories 	<ul style="list-style-type: none"> Explain how members of a family can help each other 			
PHASES OF LIFE						
<ul style="list-style-type: none"> Elders and ancestors 	<ul style="list-style-type: none"> Understand how older people and younger people can help each other 	<ul style="list-style-type: none"> Give an example of asking advice from an older person and say whether it was effective Discuss the kind of conflict that an older person can help to resolve Compare with a story or their own experience; ways they can help older people Compare ways in which different communities relate to past generations/ancestors 	<ul style="list-style-type: none"> Explain, in a simple and respectful way, similarities and differences between their own and others' values in relation to elders, and to ancestors 			
THE SACRED						
<ul style="list-style-type: none"> Sacred time <ul style="list-style-type: none"> Special times in our lives, sacred time 	<ul style="list-style-type: none"> Understand that sacred time has religious meaning 	<ul style="list-style-type: none"> Use stories or discuss how different people value their time: time marked by birthdays, times of local importance, national days Discuss times of community prayer and worship and major religious festivals in faiths represented in the class Discuss the idea of eternity in faiths represented in class 	<ul style="list-style-type: none"> Describe weekly and annual times of worship in their religion 			
FESTIVALS						
<ul style="list-style-type: none"> Passover 	<ul style="list-style-type: none"> Understand Judeo-Christianity 	<ul style="list-style-type: none"> Listen to the Exodus story; mime with improvised music/draw episodes e.g. the crossing of the Sea of Reeds; the modern Jewish Passover 	<ul style="list-style-type: none"> Retell the Passover or selected topic in their own words 			

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
<ul style="list-style-type: none"> • Easter 	Learners will: <ul style="list-style-type: none"> • Understand the Easter message of sacrifice for others leading to the triumph or overcoming of obstacles 	Suggested activities that could lead to achieving the competencies: <ul style="list-style-type: none"> • Describe ways people celebrate a victory or success • Listen to an outline of the resurrection story and appearances of Jesus; why Jesus is called the Lamb of God • Arts activities for Easter 	By the end of Grade 2, the learners can: <ul style="list-style-type: none"> • Retell the Easter story in their own words
SOCIAL VALUES			
<ul style="list-style-type: none"> • Forgiveness and reconciliation 	<ul style="list-style-type: none"> • Appreciate the importance of forgiveness and reconciliation 	<ul style="list-style-type: none"> • Role-play everyday situations they experience where someone is wronged; replay trying out alternative solutions to resolving the conflict • Compare the parables of the Unmerciful servant and the Prodigal Son; describe the feelings and wishes involved • Recite/hear the Lord's Prayer, draw illustrations to the section on forgiveness 	<ul style="list-style-type: none"> • Explain why forgiveness and reconciliation are important
RELIGION AND THE ENVIRONMENT			
<ul style="list-style-type: none"> • Where our food comes from 	<ul style="list-style-type: none"> • Understand our dependency on the environment 	<ul style="list-style-type: none"> • In groups, list different types of staple food and where it comes from • Outline the process from harvest or collection to table of at least one type of food • Discuss Harvest Festivals, sing/hear harvest hymns • Compare what prayers are said before meals; write a prayer for meal time 	<ul style="list-style-type: none"> • Give their own reasons why we should care for the environment
<ul style="list-style-type: none"> • The beauty of nature 	<ul style="list-style-type: none"> • Experience that nature is also to be appreciated 	<ul style="list-style-type: none"> • In pairs, observe closely a small natural object (flower, leaf, shell, stone) and describe the colours, shape, texture • Listen to the passage on the birds and lilies from the Sermon on the Mount 	<ul style="list-style-type: none"> • Describe some of the beautiful things in nature in their own words

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 2, the learners can:
PERSONAL VALUES			
<ul style="list-style-type: none"> • Being at peace together 	<ul style="list-style-type: none"> • Realise the value of peace-making 	<ul style="list-style-type: none"> • Role-play and discuss everyday situations about resolving quarrels or fights • Ask elders how peace was made after Independence • Listen to Matthew 5:23-24, compare Muslim practice on going to the mosque to pray • Learn the Hebrew greeting Shalom 	<ul style="list-style-type: none"> • Describe in their own words how they experience peace
CHILDREN'S RIGHTS AND RESPONSIBILITIES			
<ul style="list-style-type: none"> • Rights and responsibilities in the home 	<ul style="list-style-type: none"> • Understand that rights involve responsibilities, also at home 	<ul style="list-style-type: none"> • In groups, mime and discuss things and household tasks that people do for each other; if boys do less than girls; that children in different homes can have different ways of helping; rights and responsibilities for everyone 	<ul style="list-style-type: none"> • Describe what they can do to fulfil their responsibilities equitably at home
<ul style="list-style-type: none"> • Rights and responsibilities at school 	<ul style="list-style-type: none"> • Understand that rights and responsibilities are important in the school environment 	<ul style="list-style-type: none"> • Discuss why corporal punishment in school is wrong according to the constitution • Role play school situations contrasting learners abusing their rights by not being responsible, and living up to their rights by being responsible 	<ul style="list-style-type: none"> • Describe what is acceptable behaviour in school and what is not, and give reasons why
TOPICS OF OWN CHOICE			
	<ul style="list-style-type: none"> • Learn to listen to and share different points of view 	<ul style="list-style-type: none"> • Choose topics together as relevant for the class 	<ul style="list-style-type: none"> • Express their own and relate to others' points of view about the topics

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
GRADE 3			
BELONGING			
<ul style="list-style-type: none"> The community - The community as a resource 	<ul style="list-style-type: none"> Realise that the resources of a community depend on the people 	<ul style="list-style-type: none"> The first community: listen to the story of God creating Adam and Eve and giving work for them to do; mime the story Find out who gives practical help in the local community; find out who helps at times of religious ceremonies (services, weddings, funerals etc.), and in what ways Identify and list the different roles in a worshipping community e.g. singing, preaching, cleaning the building, teaching, counselling, visiting etc. Make a wall display of the activities 	<ul style="list-style-type: none"> Describe the basic functions of a religious leader in the community, and what other members contribute
PHASES OF LIFE			
<ul style="list-style-type: none"> Growing up - New responsibilities at adolescence 	<ul style="list-style-type: none"> Appreciate that responsibilities grow as one gets older 	<ul style="list-style-type: none"> Compare responsibilities held by people of their year group Listen to the story of Jesus in the Temple at the age of 12, dramatise Mary, Joseph and Jesus when they met again, and their feelings Find out about traditional rituals connected with growing up; Christian confirmation; Jewish Bar Mitzvah/Bat Mitzvah 	<ul style="list-style-type: none"> Explain in simple terms what Christian Confirmation and Jewish Bar/Bat Mitzvah are
THE SACRED			
<ul style="list-style-type: none"> Texts, music and art - Sacred Texts 	<ul style="list-style-type: none"> Understand that for believers sacred texts are divinely inspired 	<ul style="list-style-type: none"> Find out what the Bible, the Torah and the Qur'an are; why they are different from other books; how they are kept and revered by believers Compare a verse about the same thing from each 	<ul style="list-style-type: none"> Correctly identify which sacred books belong to which religion

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of Grade 3, the learners can:
<ul style="list-style-type: none"> • Texts, music and art (cont.) <ul style="list-style-type: none"> - Sacred music - Sacred art 	<ul style="list-style-type: none"> • Appreciate how religious music conveys its message • Appreciate art as a means of conveying religious messages 	<ul style="list-style-type: none"> • Listen to/sing traditional or modern religious songs with different moods – joy, reverence, sadness; describe simply how the mood is created by the music • Draw religious symbols for Judaism (Star of David, the seven-armed candlestick); Islam (the crescent moon); Christianity (the cross, the dove, the fish, bread, wine); annotate what they mean 	<ul style="list-style-type: none"> • Participate in singing/reciting a religious song or hymn • Correctly identify which symbols belong to which religion
FESTIVALS			
<ul style="list-style-type: none"> • African traditions and religion • Palm Sunday and Holy Week 	<ul style="list-style-type: none"> • Appreciate the African context for religion in Namibia • Understand through the example of Jesus that religious reformers often provoke existing authorities 	<ul style="list-style-type: none"> • Find out about African traditional ceremonies and/or festivals e.g. Herero day, Samkhubis, offering to ancestors, rainmaking • Listen to the outline of the events leading up to the arrest and condemnation of Jesus to be crucified • Dramatise/draw episodes; discuss why religious leaders of the time wanted him crucified 	<ul style="list-style-type: none"> • Explain three religious observances in an African tradition • Retell the main events leading up to the condemnation of Jesus
SOCIAL VALUES			
<ul style="list-style-type: none"> • Democracy: making our own rules by majority decision, and following them 	<ul style="list-style-type: none"> • Understand that agreed rules are a social contract 	<ul style="list-style-type: none"> • Role-play what happens when someone breaks a rule when playing a game • Discuss occasions when a group/the class made a decision and the minority agreed to respect it • Ask parents/elders how conflicts are resolved in the community 	<ul style="list-style-type: none"> • Explain why it is important for all involved to agree on rules
RELIGION AND THE ENVIRONMENT			
<ul style="list-style-type: none"> • Trees in religious traditions 	<ul style="list-style-type: none"> • Appreciate that trees can have special meaning 	<ul style="list-style-type: none"> • Discuss in what way trees are important and pleasant • Listen to/retell an African story in which a tree is important (e.g. a creation story); a Bible story involving a tree (e.g. the tree of knowledge; the tree of life); the tree Gautama sat under when he was enlightened; dramatise/draw one of the stories 	<ul style="list-style-type: none"> • Retell a story to explain how trees have special meaning

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
PERSONAL VALUES			
<ul style="list-style-type: none"> • Friendship in everyday life 	<ul style="list-style-type: none"> • Understand that each party must contribute to friendship 	<ul style="list-style-type: none"> • Brainstorm together about good and bad types of friendship • Role play and discuss the story of Mary and Martha as different ways of being a friend 	<ul style="list-style-type: none"> • Explain in their own terms how to be a good friend
CHILDREN'S RIGHTS AND RESPONSIBILITIES			
<ul style="list-style-type: none"> • The right to say No - Training in assertiveness 	<ul style="list-style-type: none"> • Learn how to be assertive in threatening situations 	<ul style="list-style-type: none"> • Mime animal characters being aggressive/submissive • Role-play everyday situations of aggression/submission • Replay, changing submissive to assertive behaviour • Discuss positive/negative touching • Role play how to change from submissive to assertive behaviour in reacting to negative touching 	<ul style="list-style-type: none"> • Demonstrate how to be assertive in refusing negative touching
TOPICS OF OWN CHOICE			
	<ul style="list-style-type: none"> • Learn to listen to and share different points of view 	<ul style="list-style-type: none"> • Choose topics together as relevant for the class 	<ul style="list-style-type: none"> • Express their own and relate to others' points of view about the topics

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
THEMES AND TOPICS		LEARNING OBJECTIVES	APPROACHES		BASIC COMPETENCIES	
Learners will:		Suggested activities that could lead to achieving the competencies:		By the end of Grade 4, the learners can:		
GRADE 4						
BELONGING						
<ul style="list-style-type: none"> Leadership in different faith communities 		<ul style="list-style-type: none"> Appreciate that religious communities have similarities and differences 	<ul style="list-style-type: none"> Compare and contrast basic aspects of 3 religious denominations or faiths Compare and contrast the lives of 3 leaders and heroes of faith including African leaders 		<ul style="list-style-type: none"> Identify 3 religious leaders, at least one of them from outside Namibia, and explain their religious orientation 	
PHASES OF LIFE						
<ul style="list-style-type: none"> Traditions of marriage and what it means to be a family 		<ul style="list-style-type: none"> Gain insight into different traditions of marriage in Namibia 	<ul style="list-style-type: none"> Make group projects shared with the class: collect information by asking questions to adults and reading about marriage in the Bible, media, etc. 		<ul style="list-style-type: none"> Explain different ways of getting married, and different views of marriage 	
THE SACRED						
<ul style="list-style-type: none"> Symbols and Rituals <ul style="list-style-type: none"> Water as a meeting point with God The symbolism of fire in African tradition and the Bible The symbolism of the cross 		<ul style="list-style-type: none"> Find out about the symbolism connected with water, fire and the cross 	<ul style="list-style-type: none"> Learn Bible stories in connection with water Make group projects about water, fire and the cross Identify what the symbols mean in different contexts; write and illustrate a display 		<ul style="list-style-type: none"> Explain at least one religious meaning of water, fire and the cross 	
FESTIVALS						
<ul style="list-style-type: none"> The temptation of Jesus in the desert Lent Ramadan 		<ul style="list-style-type: none"> Learn about the temptations of Jesus in the desert Understand why people fast and feast 	<ul style="list-style-type: none"> Discuss the temptations of Jesus in the desert; ways of overcoming temptation Discuss ways of finding forgiveness and new start prayer, confession, fasting 		<ul style="list-style-type: none"> Describe how they overcame a temptation Tell in own words about a situation where fasting is customary 	
SOCIAL VALUES						
<ul style="list-style-type: none"> Defining Honesty African and Biblical traditions about dishonesty 		<ul style="list-style-type: none"> Appreciate the value of honesty 	<ul style="list-style-type: none"> Class presentations about personal experiences of honesty and dishonesty Listen to and discuss an African story about dishonesty Listen to and discuss a Bible story about dishonesty e.g. Joseph and the wife of Potiphar Role play everyday stories of honesty/dishonesty and emphasise the consequences 		<ul style="list-style-type: none"> Tell in own words a story to illustrate what dishonesty/honesty is and point out the consequences 	

THEMES AND TOPICS	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
RELIGION AND THE ENVIRONMENT			
<ul style="list-style-type: none"> • Religious basis for protecting the environment 	<ul style="list-style-type: none"> • Appreciate that all religions provide a basis for conserving nature 	<ul style="list-style-type: none"> • Discuss what kind of activities threaten the continued existence of certain human groups, plants and animals • Listen to stories illustrating Judeo/Christian, African traditional and Islamic attitudes to nature, e.g. St Francis of Assisi • Compose prayers of thanksgiving and of contrition concerning the environment • Discuss practical ways of conserving resources and how to prevent pollution and reclaim polluted environment 	<ul style="list-style-type: none"> • Describe the common basis between religions for the conservation of nature
PERSONAL VALUES			
<ul style="list-style-type: none"> • Helping others <ul style="list-style-type: none"> - Jesus as a role model - Identifying needs and action 	<ul style="list-style-type: none"> • Learn how to identify and respond to the needs of people in the community 	<ul style="list-style-type: none"> • Listen to and discuss stories about people being helped to recover from illness • Retell stories about caring from the gospels; discuss how to identify needs of people • Discuss how to help people with HIV and AIDS • Plan and organise an outdoor activity where needy people can be assisted 	<ul style="list-style-type: none"> • Participate in a class project in helping others in need
CHILDREN'S RIGHTS AND RESPONSIBILITIES			
<ul style="list-style-type: none"> • Violence and Children's Rights 	<ul style="list-style-type: none"> • Understand two kinds of violence (emotional/physical) • Appreciate the rights of the child according to the Namibian constitution 	<ul style="list-style-type: none"> • Discuss cruelty and violence in everyday life around them; where it happens, how, who is most likely to be victimised and why • Find out about children's rights in relation to violence; the Namibian constitution • Role-play how to stop cruelty and violence, especially bullying • Find out where to go for help in cases of domestic violence 	<ul style="list-style-type: none"> • Make posters showing how to stop cruelty and violence in school and society • Explain the purpose of children's rights
TOPICS OF OWN CHOICE			
	<ul style="list-style-type: none"> • Learn to listen to and share different points of view 	<ul style="list-style-type: none"> • Choose topics together as relevant for the class 	<ul style="list-style-type: none"> • Express their own and relate to others' points of view about the topics

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

SYLLABUS

PHYSICAL EDUCATION

ENGLISH VERSION

GRADES 1-4

For Implementation
2005 – Grades 1 and 2
2006 – Grades 3 and 4

2005

First Language

Second Language

Mathematics

Environmental Studies

Arts

Religious & Moral Education

Physical Education

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Physical Education in the Lower Primary Phase. As a subject, Physical Education is a major part of the Physical area of learning, but has thematic links to other subjects across the curriculum. There are three main types of learning experience in this area as a whole. The first type, which is concerned with the development of psychomotor skills, is fundamental for daily life. The second type, which includes play, movement education, dance, and sports, is concerned with the development of co-ordination, social skills, the aesthetic sense and the mastery and enjoyment of movement. The third type, which is concerned with the development of a positive attitude towards one's own body, includes learning experiences that promote an understanding about the development of human sexuality, how the human body functions, and how to stay healthy. The Physical Education component of the Physical area of learning consists of fitness, games and sports activities. Under optimal circumstances, this subject would need two periods per week and should be supplemented by school sports clubs and sports days.

2. RATIONALE

Physical Education, as an integral part of the general education process, aims to make a meaningful contribution towards improving the quality of life of young people, enabling them to maintain a healthy lifestyle and to function effectively in society. Physical Education promotes the following aims in the curriculum guide:

- 3.5.1 – develop attitudes and practices, and further knowledge and activities which promote physical and mental health; and
- 3.5.2 – promote co-operation, positive competition, sportsmanship and fair play through participation in games and sports.

The aims of Physical Education are:

- to develop and improve the learners' perceptual motor skills through participation in a variety of movement forms (movement development)
- to widen their movement experience and build up a movement vocabulary through participation in a variety of movement forms (movement development)
- to help maintain and develop physical fitness and efficiency (physical development)
- to develop an understanding of good health through an interest in and respect for their own bodies (health development)
- to provide experiences of the joy of movement and develop a positive attitude towards Physical Education
- to enhance emotional stability including a positive self image, self-control, independence, confidence, own decision making and creative ability, based on a well-grounded system of values (affective / emotional development)
- to develop healthy interpersonal relationships (social development)
- to develop an understanding of good normative behaviour based on a healthy value system (normative development)

3. BASIC COMPETENCIES AND LEARNING OUTCOMES

All children start school with motivation to move and use their energy, and experiences of playing games and sports. Physical Education should build on and sustain this motivation and those experiences. Nearly all learners will be able to achieve more than a minimum level in the competences; some will be able to achieve much better. A few learners will just be able to manage a minimum level, and must receive support teaching through adapted teaching approaches and assistance from peers.

A very small number of learners have special educational needs to a degree that requires greater individual attention or resources. Some will have handicaps that do not necessarily limit cognitive and affective learning and development (visually impaired, hearing impaired, physically handicapped). Learners with Down's syndrome, other forms of mental handicap, or Attention Disability Disorder, will have very differing competency profiles. Teaching and assessment for these learners will be more specifically adapted in inclusive classes. Integrating physically handicapped learners in a positive way in ordinary Physical Education lessons is of great importance as a learning experience both for the non-handicapped and for the handicapped, and is a vital contribution to integration in society. To a great extent, gaining competence in Physical Education activities is a question of what each individual can achieve if they try hard whatever their aptitude and how well they can co-operate in groups and teams, and not a question of being measured against others.

Learning Outcomes

On completing Grade 4, the learners can participate to the best of their ability in a variety of games, sports, and physical activities.

4. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

Grades 1-4 can be characterised as the discovery phase in Physical Education. The learners should discover movement possibilities through participation in play-like movement activities in which enjoyable, challenging, self-expressive and self-discovery situations are created. In Grade 4 learners are physically and emotionally developed to such an extent that they should start with the mastering of various techniques, and various sports skills will begin to be taught more systematically in Grade 4. The perspective of Physical Education is to educate the learner holistically: physically, cognitively, emotionally and socially. The main focus of Physical Education, therefore, must be to educate the whole person.

5. OVERALL PLAN OF THE SYLLABUS

The syllabus consists of five themes, with a sixth optional theme for schools that can do water activities. Most of the activities can be carried out using simple equipment such as sticks, poles, bean bags, rope, etc., as suggested in the teacher's guide, and schools should be able to offer activities from all five themes to give breadth and variety to Physical Education. Time allocation should be adjusted to the situation of a particular school, availability of facilities, interests of the learners, and areas of basic competence in Physical Education of

First Language	<p>the teacher and availability of other instructors from the community:</p> <ul style="list-style-type: none"> • Physical Fitness Activities • Gymnastics-type activities • Athletics-type activities • Games and Sports activities • Games in limited space 	<p>individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.</p>
Second Language	<p>If a school has access to a swimming pool or safe swimming water at a beach or river, and a teacher certified for life saving to instruct and supervise, up to 10% of time can be taken equally from all the other sections for the optional Water Activities.</p>	<p>In Physical Education, the teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to instruct learners directly, when it is best to let learners discover or explore activities for themselves through problem-solving; when they need coaching, when they need reinforcement or enrichment activities; when there is a particular progression of skills or information that needs to be followed, or when the learners can be allowed to find their own way through set tasks.</p>
Mathematics	<p>6. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES</p> <p>Physical Education contributes to the learner's self-image, awareness of the body, health and well-being. It also promotes values such as co-operation and friendly competition. It thus has links both to Environmental Studies and to Religious and Moral Education. Some learners might be (knowingly or unknowingly) HIV-positive, and it is essential both for safety reasons and in order to avoid stigmatisation that the class is made aware that nearly all forms of physical contact with HIV-infected persons are safe, and learn what is risk contact in the case of cuts and sores.</p>	<p>Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.</p>
Environmental Studies	<p>7. GENDER ISSUES</p> <p>Boys and girls will do the same physical activities together, and activities should be organised so that all aspects of physical, cognitive and affective development are taken into account. In this way, Physical Education will be an all-round subject and not one where e.g. boys do more or better than girls.</p>	<p>The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves, when they need directed learning, when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed, or when the learners can be allowed to find their own way through a topic or area of content.</p>
Arts	<p>8. LOCAL CONTEXT AND CONTENT</p> <p>As far as possible, games and sports known in the community should be promoted in school. Traditional African games and sports should be included, especially if there are skilled instructors in the community.</p>	<p>It is recommended that time in the first Physical Education period of the year should be used for instruction on behavioural and safety rules such as changing clothes, obeying commands, care of apparatus, etc. before starting activities.</p>
Religious & Moral Education	<p>9. APPROACH TO TEACHING AND LEARNING</p> <p>The approach to teaching and learning is based on a paradigm of learner-centred education as described in Ministry policy documents, curriculum guides, and the conceptual framework. This approach ensures optimal quality of learning when the following principles are put into practice.</p> <p>The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.</p>	<p>10. OUTLINE OF LEARNING CONTENT FOR GRADES 1-4</p> <p>See pages 152 to 154.</p> <p>11. ASSESSMENT</p> <p>Assessment in Physical Education in the Lower Primary Phase includes informal less structured and more structured continuous assessment. Continuous assessment is most important for following the learner's progress and giving feedback on an ongoing basis. The main purpose of assessment will be to obtain as reliable a picture as possible for the learners' progress and level of achievement in relation to the competencies. Assessment information will be used to:</p> <ul style="list-style-type: none"> • Inform the learner and her/his parents of progress and achievements • Inform the teacher of problems in the learning process and guide compensatory teaching • Evaluate the teaching/learning process in order to adapt methods and materials to the individual progress and needs
Physical Education	<p>Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an</p>	

of each learner to continually improve the working atmosphere and achievements of the class.

Assessments must be related to the objectives for each topic and may include individual, pair and group activities. The learners' participation and involvement and their contributions to group work must also be taken into account. At each step of the learning process, the teacher must be sure that the learners are achieving the basic competencies.

In addition to ongoing informal less structured continuous assessment, there should also be more structured continuous assessments.

The levels of grading are:

- A: The learner is outstanding and has achieved all the competencies exceptionally well.
- B: The learner has achieved all the competencies very well.
- C: The learner has achieved all the competencies satisfactorily.
- D: The learner has achieved most of the basic competencies.
- E: The learner has achieved only a few of the basic competencies.

Points, ranging from 5=A to 1=E, should be used to average out marks and then converted into letter grades.

No percentage marks are being used at this level.

12. SYLLABUS GLOSSARY FOR LOWER PRIMARY PHASE: PHYSICAL EDUCATION

NB: The meanings given here apply to the word in the context of this syllabus only and not necessarily to any other context.

Axis – a centre or line around which an object or body turns

Cardio- respiratory – the heart and lung system

Dodging – moving quickly to one side to avoid contact in a game

Endurance – the ability to carry on despite hardship

Locomotor – movement of the body through space

Longitudinal – lengthwise

THEMES	LEARNING OBJECTIVES	APPROACHES	BASIC COMPETENCIES
PHYSICAL FITNESS ACTIVITIES			
	<p>Learners will:</p> <p>NB: These apply to all themes.</p> <ul style="list-style-type: none"> Gain awareness of themselves and their bodies Understand the importance of physical fitness Experience a wide range of physical education activities Develop social skills of co-operation in pairs, groups and teams Develop an attitude of healthy competition and sportsmanship at the individual and team level 	<p>Suggested activities that could lead to achieving the competencies:</p> <ul style="list-style-type: none"> Preparatory activities Muscular strength and endurance Flexibility Cardio-respiratory endurance Speed Co-ordination Own fitness evaluation Knowledge & value of general fitness 	<p>By the end of this phase, the learners can:</p> <p>NB: These apply to all themes.</p> <ul style="list-style-type: none"> Monitor the development of their own physical fitness Participate in physical education activities to the best of their ability Demonstrate good co-operation and teamwork Demonstrate good sportsmanship
GYMNASTICS-TYPE ACTIVITIES			
		<ul style="list-style-type: none"> Loco-motor movement Rotation (turns) Jumping Balancing Activities with a partner Movement with body adaptation to small apparatus: bean bags, shoes, tins, stones, bands, stockings, dusters, strips of material, sticks, hoops, ropes Movement with body adaptation to big apparatus: benches, chairs, tables, mats, planks, tyres, logs, boxes, frames, ladders Obstacle gymnastics Horizontal bar Creative, problem-solving/challenging situations Evaluation: gymnastic skills 	

THEMES	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of this phase, the learners can:
ATHLETICS-TYPE ACTIVITIES			
		<ul style="list-style-type: none"> • Running activities: sprints; the start; relays • Jumping activities: hurdles; high jump; long jump • Throwing activities: shot put; ball throwing • Competition 	
GAMES AND SPORT ACTIVITIES			
		<ul style="list-style-type: none"> • Knowledge of behavioural rules • Moving body mass • Moving: roll, dribble, kick, stop, field objects on ground without implements (supported) • Moving: throw, catch, bounce, sling, hit objects in the air without implements • Moving: dribble, bounce, hit/strike/bat and stop objects on the ground and in the air with implements • Moving: stop and hold objects in position while avoiding stationary obstacle(s), dodging/ following a moving object • Moving: stopping unsupported objects with implements • Playing games 	
GAMES IN LIMITED SPACE			
		<ul style="list-style-type: none"> • Imitation games/ activities • Competition: <ul style="list-style-type: none"> - Large group activities - Small group activities - Tag and dodging games - Races and relays - Traditional games - Self-designed games 	

Physical Education	Religious & Moral Education	Arts	Environmental Studies	Mathematics	Second Language	First Language
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THEMES	LEARNING OBJECTIVES Learners will:	APPROACHES Suggested activities that could lead to achieving the competencies:	BASIC COMPETENCIES By the end of this phase, the learners can:
OPTIONAL: WATER ACTIVITIES			
		<ul style="list-style-type: none"> • Behavioural rules • Water safety and life-saving • Movements using the bottom of the pool as support • Movements not using the bottom of the pool • Swimming strokes • Positioning; entry into the water • Non-locomotion • Games/competitions • Water activities with apparatus 	