



**Republic of Namibia**

**MINISTRY OF EDUCATION**

**JUNIOR PRIMARY PHASE: SYLLABUSES**

**SECTION 1**

CURRICULUM OVERVIEW  
SCOPE AND SEQUENCE COMPETENCY MATRIX  
RELIGIOUS AND MORAL EDUCATION

**GRADES 1 - 3**

**ENGLISH VERSION**

**FOR IMPLEMENTATION 2015**

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## FOREWORD

### IMPROVING THE QUALITY OF EDUCATION

As a contribution to improving the quality of education, the Junior Primary Curriculum (Grades 1-3) has been revised. The revision is based on the experience gained following the implementation of the second cycle of curriculum reform, feedback from a variety of stakeholders, curriculum research and evaluation. The main features of this revised version are:

- **clearer descriptions of competencies**
- **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 Junior 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 Junior Primary level. Subjects have been integrated into the topic of integrated where possible. 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 Junior 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, materials, 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.

David Namwandi  
Minister of Education



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## 1. JUNIOR PRIMARY PHASE

The Junior 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 3. 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 Junior 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 Junior 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 literacy's 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 Junior 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 first language 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.

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 Junior 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 three 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 **Competencies** where the learners have demonstrated what they know, understand and can do. Most learners will be able to demonstrate all the competencies by the end of Grade 3, but their profiles will be individually different: some will be stronger than others in different areas of learning or in different 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 Competencies identified for this phase are important, and if not achieved by the end of Grade 3, 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 three 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.

#### **• Languages**

*First Language:* On completing Grade 3, 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 3, 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 3, 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 3, 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 3, 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 3, 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 3, the learners have a basic understanding of their own beliefs, are tolerant of others', and share common positive values.

## 2. THE STRUCTURE OF THE JUNIOR PRIMARY PHASE (Grades 1-3)

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 Junior Primary Phase

Subject	Grade		
	1	2	3
First Language	10	10	9
English Second Language	6	6	9
Mathematics	8	8	9
Environmental Studies	3	3	5
Arts	2	2	3
Religious and Moral Education	2	2	2
Physical Education	2	2	2
Reading Period	1	1	1
<b>Total</b>	<b>34</b>	<b>34</b>	<b>40</b>



## The Organisation of Knowledge in the Junior Primary Phase

The revised curriculum is more streamlined than before, in order to make it more manageable. Topics and 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 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 competence is built up of several sub-competencies which are part of the learning process, and which are demonstrated in the overall competence. This not only brings 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.

<b>LANGUAGES</b>	<b>MATHEMATICS</b>	<b>THE SOCIAL AND NATURAL ENVIRONMENT</b>	<b>ARTS</b>	<b>GAMES AND SPORTS</b>	<b>RELIGIONS AND VALUES</b>
<b>First Language</b> Grades 1 & 2 (10 periods) Grades 3 (9 periods)  <b>Reading Period</b> Grades 1-3 (1 period)  <b>Second Language</b> Grades 1 & 2 (6 periods) Grades 3	<b>Mathematics</b> Grades 1 & 2 (8 periods) Grades 3 (9 periods)	<b>Environmental Studies</b> Grades 1 & 2 (3 periods) Grades 3 (5 periods)	<b>Arts</b> Grades 1 & 2 (2 periods) Grades 3 (3 periods)	<b>Physical Education</b> Grades 1-3 (2 periods)	<b>Religious and Moral Education</b> Grades 1-3 (2 periods)
<b>Five Competency areas</b> Listening & Responding Speaking & Communicating Reading & Viewing Writing Language Structure & Grammar	<b>Six Competency areas</b> Problem solving Computation Measurement Geometry Number concept Data handling	<b>Three themes across the whole curriculum</b> The Social Environment Health and Nutrition The Natural Environment	<b>Three Competency areas</b> Participating Creating Appreciating <b>in Arts, Music, Dance &amp; Drama</b>	<b>Physical development in</b> Physical Fitness Gymnastics Athletics Sport Skills Games in Limited Space	<b>Understanding religion, and values</b>
<b>SIX CROSS CURRICULAR ISSUES</b> <b><i>HIV and AIDS Education • Environmental Learning • Population Education • Democracy &amp; Human Rights Education</i></b>					

The revised structure thus consists of seven main areas of learning, interconnected by the content themes of Environmental Studies and the cross-curricular issues. Arts are 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 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 theme.

<b>Cross Curricular</b>	<b>Environmental Studies</b>	<b>Language</b>	<b>Mathematics</b>	<b>Arts</b>	<b>Religious &amp; Moral Education</b>
<b>Environmental Education</b>	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
<b>HIV and AIDS Education</b>	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
<b>Population Education</b>	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
<b>Human Rights and Democracy Education</b>	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
<b>Road Safety</b>	Road safety and traffic rules for cyclists; how one should behave in traffic as a pedestrian	Listen to; discuss at; read and write stories about road safety and traffic rules	Counting things related to topics; Data handling: Pictograph	Look at the detail in a picture and use it to make a another picture	Making correct decisions when riding bikes, e.g. being sensible; following the road rules
<b>ICT</b>	Means of communication, e.g. cell phone, telephone, radio, television	Use the Internet to locate information	Data handling: Pictograph	Record own music pieces and use in a performance	Use other means of media to express own ideas about the topic

### 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 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.

- 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 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.

Since the Junior 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 birth- days 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 Junior 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 the 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 competencies of the whole curriculum can be assessed. In addition to informal continuous assessment, there should be formal 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** - Achieved competencies exceptionally well.

**B** - Achieved competencies very well.

**C** - Achieved competencies well.

**D** - Achieved competencies satisfactorily.

**E** - Achieved the minimum number of Competencies to be considered competent.

**U** - Ungraded

#### **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



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## FIRST LANGUAGE COMPETENCES

<b>LISTENING AND RESPONDING</b>			
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
<b>ATTENTIVE LISTENING AND APPROPRIATE RESPONDING</b>			
Listen to stories, rhymes and songs for enjoyment and respond with appreciation	Listen attentively to stories, rhymes and songs for enjoyment and respond with appreciation, expressing their emotional response to characters and events	Listen attentively to stories, rhymes and songs for enjoyment and respond with appreciation, expressing their emotional response to characters and events	Listen attentively to stories, rhymes, songs, riddles and jokes for enjoyment and respond with appreciation, expressing their emotional response to characters and events
Retell parts of a story in own words	Retell a story giving the main story line	Retell a story giving the main idea and some details	Retell a story giving the main idea and details
Listen and respond to verbal instructions	Listen and respond to verbal instructions, messages, announcements and information	Listen and respond to verbal instructions, messages, announcements and information	Listen and respond to a sequence of verbal instructions, messages, announcements and information
Repeat a sequence of 3 to 4 words to make a sentence	Listen to then repeat orally a sequence of 2 simple 4 to 5 word sentences	Listen to then repeat orally a sequence of 3 simple sentences or 1 compound sentence	Listen to then repeat orally a sequence of 4 simple sentences or 1 compound and 1 simple sentence
	Respond by drawing, miming and role-playing	Respond by drawing, miming and role-playing	Respond by drawing, miming and role-playing
Show accepted listening behaviour by waiting for turn to speak without interrupting	Show accepted listening behaviour by waiting for turn to speak without interrupting and responding in a considerate manner	Show accepted listening behaviour by waiting for turn to speak, displaying appropriate body language, asking questions for clarification and offering own opinions	Show accepted listening behaviour by waiting for turn to speak, displaying appropriate body language, commenting and expressing own opinions by agreeing or disagreeing

<b>SPEAKING AND COMMUNICATING</b>			
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
<b>FLUENT, CONFIDENT AND IMAGINATIVE COMMUNICATION</b>			
Communicate spontaneously and with confidence about themselves and their environment	Communicate spontaneously and confidently	Communicate spontaneously and confidently	Communicate spontaneously and confidently
-	Use everyday language fluently and with imagination, expression, correct intonation and pronunciation, and using knowledge of grammar and vocabulary	Use everyday language fluently and with imagination, expression, correct intonation and pronunciation, and using knowledge of grammar and vocabulary	Use everyday language fluently and with imagination, expression, correct intonation and pronunciation, and using knowledge of grammar and vocabulary
Use courtesy expressions when greeting, asking permission, thanking and apologising	Use courtesy expressions when greeting, asking permission, thanking apologising and introducing oneself	Use courtesy expressions when greeting, asking permission, thanking apologising and introducing oneself	Use courtesy expressions when greeting, asking permission, thanking apologising and introducing oneself
<b>PURPOSES OF LANGUAGE</b>			
Tell stories	Tell stories using simple sentences and correct language structure	Tell prepared and unprepared stories using simple and compound sentences and correct language structure	Tell prepared and unprepared stories using simple and compound sentences and correct language structure
Say rhymes and sing songs	Say rhymes and sing songs	Say rhymes, poems and tongue twisters, and sing songs	Say rhymes, riddles and jokes, recite poems, sing songs and perform a simple dialogue
Recount/recall personal experiences	Recount/recall personal experiences	Recount/recall more general news events	Recount/recall experiences and express feelings and opinions
-	Describe an item, object, animal or a person event/experience	Describe an item, object, animal, person or event/experience	Describe an animal, person or event/experience
-	Explain in simple terms how things work	Explain by telling how things work	Explain simple processes; how things work; give directions
-	-	Inform by telling a simple procedure	Inform by telling a procedure
-	Inquire by asking questions to get information	Inquire by asking questions to get information	Inquire by interviewing people for a purpose



<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
Answer questions using simple sentences	Answer questions using simple sentences and correct language structure	Answer questions using simple and compound sentences and correct language structure	Answer questions using simple and compound sentences and correct language structure
-	-	State a simple opinion and justification	State a simple opinion and justification
			Give a command
<b>PLANNING AND PRESENTATION OF INFORMATION</b>			
Prepare and present a simple show and tell	Prepare and present daily news showing who, what, when and where	Prepare and present a simple talk showing who, what, when, where and why, and a beginning, middle and end	Prepare a short talk showing who, what, when, where and why; a beginning, middle and end; visual aids; strategies to engage listeners
<b>READING AND VIEWING</b>			
<b>PERCEPTION SKILLS</b>			
Demonstrate visual and auditory perception	Demonstrate visual and auditory perception	Demonstrate visual and auditory perception	Demonstrate visual and auditory perception
<b>PHONOLOGICAL AWARENESS AND ARTICULATION</b>			
Identify words in sentences	Count and manipulate simple words in sentences and count syllables in simple words	Manipulate nouns in sentences, and count and manipulate syllables in simple words	Extend sentences by adding detail, and count and manipulate syllables in multi-syllabic words
Identify rhyming words	Identify rhyming words and distinguish between short and long vowel sounds	Identify rhyming words and distinguish between short and long vowel sounds	Identify and substitute rhyming words and distinguish between short and long vowel sounds
Recognise beginning sounds (phonemes) in simple words	Recognise and manipulate beginning sounds (phonemes) in simple words	Recognise and manipulate beginning and end sounds (phonemes) in simple words	Recognise and manipulate beginning, middle and end sounds (phonemes) in simple words
-	Recognise and create repetitions of initial sounds in words  Blend and split one-syllable words (onset and rime)	Recognise and create repetitions of initial sounds in words  Blend and split one-syllable words with two-letter blends (onset and rime)	Recognise and create repetitions of sounds in sentences  Blend and split one-syllable words with three-letter blends (onset and rime)

PRE-PRIMARY	GRADE 1	GRADE 2	GRADE 3
<b>ORGANISATION AND BASIC FEATURES OF PRINT</b>			
Incidentally recognise that print is 'read' from left-to- right and top-to-bottom, pictures and print convey meaning and words are separated by spaces	Recognise that print is read from left-to- right and top-to-bottom, pictures and print convey meaning and words are separated by spaces	Demonstrate that print is read from left- to-right; top-to-bottom	Demonstrate that print is read from left-to-right; top-to-bottom
Demonstrate the proper way to handle books by holding book upright and recognising front and back cover	Demonstrate the proper way to handle books by holding book upright and recognising front and back cover and title	Demonstrate the proper way to handle books by holding book upright, recognising front and back cover, and title and author	Demonstrate the proper way to handle books by holding books by holding book upright, recognising front and back cover, and title, author and illustrator
<b>PHONICS</b>			
Incidentally recognise and name the alphabet and some single sounds	Recognise letter names and letter sounds, and the alphabet sequence	Recognise letter names and letter sounds, and the alphabet sequence	Recognise letter names and letter sounds, and the alphabet sequence
-	Read three-letter words with short vowel sound	Read three-letter words with short vowel sound	
-	Read grade-level words beginning or ending with two-letter blends	Read grade-level words beginning or ending with two-letter blends	Read grade-level words beginning or ending with two-letter blends
-		Read grade-level words beginning with three-letter blends	Read grade-level words beginning with three-letter blends
-	Read grade-level words containing consonant and vowel digraphs	Read grade-level words containing consonant and vowel digraphs	Read grade-level words containing consonant digraphs with silent letters and vowel digraphs
-	-	Read grade-level words containing trigraphs	Read grade-level words containing trigraphs
-	-	-	Read grade-level words containing quad graphs
-	Read grade-level words containing	Read grade-level words containing	Read grade-level words containing
-	diphthongs	diphthongs	diphthongs
-	Recall grade-level vocabulary and sight words	Recall grade-level vocabulary and sight words	Recall grade-level vocabulary and sight words

<b>DECODING STRATEGIES</b>			
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
Decode picture books by 'reading' and making up a story	Decode picture books by 'reading' and making up a story	Decode picture books by 'reading' and making up a story	Decode picture books by 'reading' and making up a story
Decode simple texts using prediction skills and knowledge of some single sounds	Decode unfamiliar words and texts using knowledge of phonics	Decode unfamiliar words and texts using prediction skills, contextual clues and knowledge of phonics	Decode unfamiliar words and texts using prediction skills, contextual clues and knowledge of phonics
		Use re-reading and reading-on strategies to decode unfamiliar words and texts	Use re-reading and reading-on strategies to decode unfamiliar words and texts
<b>READING COMPREHENSION STRATEGIES</b>			
Use comprehension strategies to construct meaning: use picture clues, print and own experiences	Use comprehension strategies to construct meaning: use personal experience and knowledge, picture clues and titles and headings	Use comprehension strategies to maintain meaning: use personal experience and knowledge, picture clues, print, self-questioning, self-correcting, pausing and re-reading	Use comprehension strategies to maintain meaning: use own experiences and knowledge, picture clues, print, self-questioning, self-correcting, pausing and re-reading
<b>COMPREHENSION</b>			
'Read' a picture book then re-tell or role play to show understanding	Read a simple story then re-tell and role play to show understanding	Read a story then re-tell and role play to show understanding	Read stories, rhymes and poems then re-tell and role play to show understanding
Correctly sequence pictures and retell a story	Sequence pictures and simple written sentences to make a story	Sequence information such as pictures and sentences in logical order to make meaning	Sequence information such as sentences, pictures, diagrams and recipes in logical order to make meaning
Talk about stories and answer simple literal questions	Answer simple literal questions and simple higher-order (inferential) questions based on a text	Answer simple literal questions and simple higher-order (inferential) questions based on a text, and give opinions about events and characters	Answer literal questions and higher-order (inferential) questions based on a text, and give opinions, and judgements about events and characters  Give a short summary of a simple text

PRE-PRIMARY	GRADE 1	GRADE 2	GRADE 3
<b>READING SILENTLY AND ALOUD WITH PURPOSE AND UNDERSTANDING</b>			
Be aware of the need and desire to read	Demonstrate the need and desire to read	Demonstrate the need and desire to read independently	Demonstrate the need and desire to read independently
Pretend to 'read' picture books with or without print with purpose and understanding	Read a variety of grade-level fictional texts silently or aloud with purpose and understanding	Read a variety of grade-level fictional texts silently or aloud with appropriate speed, purpose and understanding	Read a variety of grade-level fictional texts silently or aloud with appropriate speed, purpose and understanding
-	Read a variety of grade-level informational texts and visual material to locate and extract specific information	Read a variety of grade-level informational texts and visual material to locate and extract specific information	Read a variety of grade-level informational texts and visual material to locate and extract specific information
-	Read prepared grade-level texts aloud with understanding, correct pronunciation, fluency, expression, accuracy and observance of conventions	Read prepared grade-level texts aloud with understanding, correct pronunciation, fluency, expression, accuracy and observance of conventions	Read prepared grade-level texts aloud with understanding, correct pronunciation, fluency, expression, volume, pace, accuracy and observance of conventions
-	Read unprepared grade-level readers aloud with some understanding, accuracy, fluency and expression	Read unprepared grade-level readers aloud with some understanding, accuracy, fluency and expression	Read unprepared grade-level readers aloud with some understanding, accuracy, fluency and expression
<b>RESPONSE TO LITERATURE</b>			
-	Identify characters and major events	Identify characters, settings and major events	Identify characters, settings and simple plots
-		Identify structure in texts – beginning and end	Identify structure in texts – beginning and end
Demonstrate the beginning development of fine motor control, hand/eye	Demonstrate fine motor control, hand/eye coordination, hand dominance, pencil	Demonstrate correct pencil grip and body posture	Identify sentences and phrases suggesting emotion Demonstrate correct pencil grip and body posture

coordination, hand dominance, pencil grip and sitting posture	grip and body posture		
<b>WRITING</b>			
<b>HANDWRITING</b>			
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
Demonstrate the beginning development of rhythmic handwriting movements using left-to-right, top-to-bottom orientation	Demonstrate some skill in writing rhythmically with speed using left-to-right, top-to-bottom orientation	Demonstrate rhythm and speed when handwriting	Demonstrate rhythm and speed when handwriting
Copy and write own name	Print letters, words, sentences and numerals neatly and legibly with correct formation, using uniform size and spacing	Print letters, words, sentences and numerals neatly and legibly with correct formation, using uniform size and spacing	Print letters, words, sentences and numerals neatly and legibly with correct formation, using uniform size and spacing
<b>FORMS OF WRITING</b>			
Demonstrate the need and desire to write	Demonstrate the need and desire to write	Demonstrate the need and desire to write	Demonstrate a desire to write
-	Write dictation of 2 simple 4-5 word sentences	Write dictation of 3 simple sentences or 2 compound sentences	Write dictation of 4 or more simple sentences or 2 or more compound sentences
-	Write creative stories of about 5 simple sentences	Write creative stories of 5 to 6 simple and compound sentences with a title, a beginning and an end	Write creative stories of 6 or more simple and compound sentences with a title, a beginning, middle and end, and characters and setting
-	Write simple poems	Write simple poems	Write simple rhyming or free verse poems
-	Write recounts/recalls of personal experiences with a beginning and simple ending, and using who, what and when statements Write factual descriptions using about 4-5 simple sentences	Write recounts/recalls of personal experiences with a beginning and simple ending, and using who, what, when and where statements Write factual descriptions using about 4-5 simple and compound sentences	Write recounts/recalls of personal or indirect experiences with a beginning, middle and end, and using who, what, when, where, why and how statements Write factual descriptions using about 5-6 simple and compound sentences, and using a topic sentence

	Write simple explanations to show how things work using 3 or 4 simple sentences	Write simple explanations to show how things work using 4 or 5 simple and compound sentences	Write simple explanations to show how things work using 5 or more simple and compound sentences
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
-		Write simple procedures or a set of instructions informing how to do something	Write a list of simple procedures, a set of instructions, a recipe or steps in an experiment informing how to do something
-	Write simple questions to get information using who, what when and why	Write simple questions to get information using who, what when and why	Write simple interview questions to get information using who, what, when, why and how
-		Write simple statements to show opinion and justification	Write simple statements to show opinion and justification
-	Write cards and simple invitations	Write cards and simple invitations	Write cards and simple invitations
-			Write a friendly letter with date, salutation, body, closing and name
<b>PROCESS TO IMPROVE WRITING</b>			
-	Write neat and legible final pieces of writing using a self-editing process whereby words are added to improve meaning, capitals and full stops are used correctly and some spelling mistakes are corrected	Write neat and legible final pieces of writing using a self-editing process whereby words are added and deleted to improve meaning, some punctuation and grammar is used correctly and some spelling mistakes are corrected	Write neat and legible final pieces of writing using a self-editing process whereby words and sentences are added, deleted or re-ordered, most punctuation and grammar is used correctly and most spelling mistakes are corrected

<b>LANGUAGE STRUCTURE, GRAMMAR AND LANGUAGE USE</b>			
<b>CAPITALS AND PUNCTUATION</b>			
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
-	Capitalise the first word of a sentence, the pronoun 'I', and names of pets and people	Capitalise the first word of a sentence, the pronoun 'I', names of pets and people, days of the week, months of the year, and the first word of a title of a book	Capitalise the first word of a sentence, the pronoun 'I', names of pets and people, days of the week, months of the year, the first word of a title of a book, key words in titles, special days and holidays, towns, cities and countries, initials of people's names, and nationalities and languages
-	Use a full stop at the end of a sentence	Use a full stop at the end of a sentence and a question mark at the end of a question	Use full stop at the end of a sentence, a question mark at the end of a question and an exclamation mark to show emotion
-			Use apostrophes for simple contractions
-			Use apostrophes to show simple possession, e.g. John's book
-		Use commas to separate items in a series	Use commas to separate items in a series
<b>PARTS OF SPEECH</b>			
-	Use common and proper nouns	Identify, name and use common and proper nouns	Identify, name and use countable and uncountable nouns, and collective nouns
-	Use pronouns I, you, he, she, it, we, they, them	Use pronouns I, you, he, she, it, we, they, them	Use pronouns I, you, he, she, it, we, they, them
-	Use possessive pronouns my/mine, your/yours, his, her/hers Use common verbs Use simple prepositions Use simple adjectives	Use possessive pronouns my/mine, your/yours, his, her/hers Identify, name and use common verbs Use simple prepositions Use adjectives as words that describe nouns	Use possessive pronouns my/mine, your/yours, his, her/hers our/ours, their/theirs Identify, name and use common verbs Use prepositions Identify, name and use adjectives as words that describe nouns Use adverbs as words

			that describe a verb
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
<b>SIMPLE PRESENT TENSE AND SIMPLE PAST TENSE</b>			
Use the simple present and simple past (speaking only) to describe actions using common regular and irregular verbs	Change regular verbs from simple present to simple past, e.g. <i>jump/jumped; talk/talked</i>	Change regular verbs from simple present to simple past, e.g. <i>wash/washed; ask/asked</i>	Change regular verbs from simple present to simple past, e.g. <i>stop/stopped; invited/invited</i>
-	Change negative forms of regular verbs from simple present to simple past	Change negative forms of regular verbs from simple present to simple past	Change negative forms of regular verbs from simple present to simple past
-	Change irregular verbs from simple present to simple past, e.g. <i>eat/ate; is/are</i>	Change irregular verbs from simple present to simple past, e.g. <i>sing/sang; do/did</i>	Change irregular verbs from simple present to simple past, e.g. <i>teach/taught; have/had</i>
-	Change negative forms of irregular verbs from simple present to simple past	Change negative forms of irregular verbs from simple present to simple past	Change negative forms of irregular verbs from simple present to simple past
<b>PRESENT CONTINUOUS TENSE</b>			
Use familiar verbs (speaking only) to describe what is happening right now or around now, e.g. <i>I am drawing (now)</i>	Use familiar verbs to describe what is (or isn't) happening right now or around now, e.g. <i>I am reading (now); I'm not reading (now)</i>	Use familiar verbs to describe what is (or isn't) happening now or around now, e.g. <i>She is sleeping (now); She isn't sleeping (now)</i>	Use familiar verbs to describe what is (or isn't) happening now or around now, e.g. <i>Paulus is doing/isn't doing his homework (now)</i>
-	Use familiar verbs to describe an event in the future, e.g. <i>I am visiting Grandma next week</i>	Use familiar verbs to describe an event in the future, e.g. <i>My dad is leaving in the afternoon.</i>	Use familiar verbs to describe an event in the future, e.g. <i>My brother is cooking this evening</i>
<b>FUTURE TENSE</b>			
Use familiar verbs (speaking only), e.g. <i>I will (I'll) go to my grandmother's house tomorrow.</i>	Use familiar verbs, e.g. <i>We will/will not (won't) see my dad next week.</i>	Use familiar verbs, e.g. <i>The animals will/will not (won't) drink at the waterhole</i>	Use familiar verbs, e.g. <i>Next year, I will/will not (won't) be in grade 4 and my sister will come to stay.</i>
<b>SENTENCE CONSTRUCTION, CONVENTIONS AND RULES</b>			
Join sentences using 'and' (speaking only)	Construct simple sentences and use conjunctions 'and' and 'or'	Construct simple and compound sentences by joining sentences using conjunctions 'if', 'then', 'but' and 'because'	Construct simple and compound sentences by joining sentences using conjunctions that express time/sequence (firstly, next, then, while, before,



			after)
-	Apply rules for subject-verb agreement, e.g. the girl plays; the girls play	Apply rules for subject-verb agreement, e.g. the dog sleeps on the floor; the dogs sleep on the floor	Apply rules for subject-verb agreement, e.g. the elephant waves its trunk; the elephants wave their trunks
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
-	Use modals 'can' to express ability and 'may' to ask permission	Use modals 'can' (ability), 'may' (permission), and 'must' to express need	Use modals 'can', 'may', 'must', 'could', 'should' and 'would'
-	Use quantifiers a few, many, much and a little	Use quantifiers a few, many, much, a little, a lot, lots, some, any, no	Use quantifiers a few, many, much, a little, a lot, lots, some, any, no, all, each, every, both
-	Use determiners this, these, that and those	Use determiners this, these, that and those	Use determiners this, these, that and those
<b>WORD STUDY SKILLS</b>			
-	-	Recognise one-syllable words and segment two-syllable words	Recognise one-syllable words and segment two- and three-syllable words
-	-	Identify simple homophones and make correct choices when writing stories/dictation, e.g. <i>for/four, be/bee,</i>	Identify homophones and make correct choices when writing stories/dictation, e.g. <i>to/two/too,</i>
-	-	-	Identify simple homonyms and use correctly
-	Identify simple masculine and feminine words	Identify masculine and feminine words related to the family	Identify masculine and feminine words related to people and animals
-	-	Add the suffix 'sing' and 'ed' where spelling of basic word is unchanged, e.g. <i>singing, walked</i>	Add the suffixes 'ly' (slowly), 'ous' (famous), 'tion' (attention), 'er' (teacher)
-	Identify and match simple synonyms and antonyms	Identify and match simple synonyms and antonyms	Identify and match simple synonyms and antonyms
-	-	-	Spell contractions correctly, e.g. <i>do not (don't), does not (doesn't)</i>
-	-	-	Explain and use simple proverbs, e.g. look before you leap
	Form the plural of familiar nouns by adding 's'	Form the plural of familiar nouns by adding 's'	Form the plural of nouns by adding 's'

-	-	Form irregular plurals of nouns, e.g. man (men); child (children)	Form irregular plurals of nouns, e.g. man (men); sheep (sheep); dish (dishes); hero (heroes); lady (ladies); half (halves)
<b>SPELLING STRATEGIES</b>			
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
-	Sound out simple words using knowledge of letter/sound relationships	Sound out simple words using knowledge of letter/sound relationships	Sound out simple words using knowledge of letter/sound relationships
-	Segment words using onset and rime and letter combinations	Segment words using onset and rime, letter combinations and syllables	Segment words using onset and rime, letter combinations and syllables
-	Trace, copy and make words and simple high frequency sight words, e.g. <i>as, on, if, and, the, it, is, said, me, you, one</i>	Trace, copy and make words to spell new words and level-appropriate high frequency sight words, e.g. <i>some, after, once, were, where</i>	Trace, copy and make words, and use memory games to spell new words and level-appropriate high frequency sight words, e.g. <i>your, don't, their,</i>
-	Visualise what a word looks like: visual patterns, length of words, word shapes and features in words, e.g. <i>little words within big words</i>	Visualise what a word looks like: visual patterns, length of words, word shapes and features in words, e.g. <i>digraphs, diphthongs and plurals</i>	Visualise what a word looks like: visual patterns, length of words, word shapes and features in words, e.g. <i>digraphs, diphthongs, trigraphs, 'silent' letters and suffixes</i>
-	-	-	Generate alternative spellings to select the correct one
-	Refer to 'self-made' picture dictionaries, 'have-a-go' pads, word charts, print around the classroom, and ask teachers and other adults for help	Refer to 'self-made' picture dictionary, 'have-a-go' pads, word charts and print around the classroom, and ask teachers and other adults for help	Refer to 'have-a-go' pads, simple dictionaries, word charts and print around the room, and ask teachers, other adults and peers for help
-	Use a method such as 'look, say, cover, visualise, write, check' to learn words in isolation	Use a method such as 'look, say, cover, visualise, write, check' to learn words in isolation	Use a method such as 'look, say, cover, visualise, write, check' to learn words in isolation
<b>APPLICATION OF SPELLING RULES</b>			
-	-	'e' goes away when 'ing'	'e' goes away when 'ing'

		comes to stay, e.g. <i>have</i> ( <i>having</i> )	comes to stay, e.g. <i>come</i> ( <i>coming</i> )
-	-	A silent 'e' at the end of a word makes a long vowel sound, e.g. <i>ma<u>de</u></i>	A silent 'e' at the end of a word makes a long vowel sound, e.g. <i>ho<u>pe</u></i>
-	-	-	'i' before 'e' except after 'c' but only when 'e' is pronounced as in 'tree', e.g. <i>ch<u>ief</u></i>
-	-	-	Double the last letter before adding a suffix in one syllable words ending with a short vowel, e.g. <i>ma<u>d</u></i> , <i>ma<u>dder</u></i> , <i>ma<u>dde</u>st</i> <i>ho<u>p</u></i> , <i>ho<u>pp</u>ing</i> , <i>ho<u>pp</u>ed</i> )

## SECOND LANGUAGE COMPETENCIES

<b>LISTENING AND RESPONDING</b>		
<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
<b>ATTENTIVE LISTENING AND APPROPRIATE RESPONDING</b>		
Distinguish English phonemes (sounds) and tones	Distinguish English phonemes (sounds) and tones	Distinguish English phonemes (sounds) and tones
Answer simple questions	Ask and answer simple questions	Ask and answer simple questions
Perform tasks after listening to instructions, courtesies and greetings	Follow and give instructions; respond appropriately to courtesies and greetings	Follow and give instructions; respond appropriately to courtesies and greetings
Use new vocabulary in 3 to 4 word sentences	Present 6 to 10-word prepared sentences on familiar topics	Use new vocabulary in activities and assignments
	Retell parts of stories in 5 to 10 simple sentences	Retell/explain parts of stories in 10 to 15 short sentences
<b>SPEAKING AND COMMUNICATING</b>		
<b>PRONUNCIATION AND EXPRESSION</b>		
Correctly pronounce words and phrases through rhymes, songs, role play, tongue twisters and imitation	Correctly pronounce words and phrases through rhymes, questions, instructions, retelling and making presentations	Correctly pronounce words and phrases through rhymes, questions, instructions, retelling and discussions
Repeat rhymes and songs	Repeat rhymes and songs	Repeat rhymes and songs
Role-play greetings, instructions and commands	Role-play greetings, instructions and commands	Role-play greetings, instructions and commands
Participate in free discussion	Participate in free discussion	Participate in free discussion
Use new vocabulary in context	Use new vocabulary in context	Use new vocabulary in activities and assignments
<b>READING AND VIEWING</b>		
<b>INCIDENTAL READING</b>		
Show respect for books and handle them with care	Show respect for books and handle them with care	Show respect for books and handle them with care
Demonstrate good 'reading' habits and an eagerness to 'read' in English	Demonstrate good reading habits and an eagerness to read in English	Demonstrate good reading habits and an eagerness to read in English
<b>PHONOLOGICAL AWARENESS AND ARTICULATION</b>		
Identify number of words in spoken sentences and omit and replace words		
Clap and count syllables	Clap and count syllables	Clap and count syllables
	Replace and delete syllables in words to make new and nonsense words	Replace and delete syllables in words to make new and nonsense words
Identify rhyming words	Identify rhyming words	Identify and substitute rhyming words
Identify short and long vowel sounds in single-syllable words	Distinguish between short and long vowel sounds in single-syllable words	Distinguish between short and long vowel sounds in multi-syllabic words

<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
Identify beginning sounds in single-syllable words and replace to make new sounds	Identify beginning and end sounds in single-syllable words, and replace to form new words	Identify beginning, middle and end sounds in single-syllable words and replace/delete sound
Recognise and create repetition of initial sounds	Recognise and create repetition of initial sounds	Recognise and create repetition of sounds
Blend and split onsets and rimes	Blend and split onsets and rimes, including two-letter blends	Blend and split onsets and rimes, including three-letter blends
<b>PHONICS</b>		
Read/repeat all single sounds and give the symbol for each letter of the alphabet	Read/repeat all single sounds and give the symbol for each letter of the alphabet	Read/repeat all single sounds and give the symbol for each letter of the alphabet
Incidentally combine letters to make two-letter sight words, e.g. to, at, is	Construct and read two-letter sight words	
Incidentally combine letters to make three-letter cvc (consonant-vowel-consonant) words, e.g. sit, sun, etc	Construct and read three-letter cvc (consonant-vowel-consonant) words and nonsense words, e.g. tak, feg, hix, vom	Construct and read three-letter cvc (consonant-vowel-consonant) words and nonsense words
	Read words with familiar blends, e.g. bl, pl, sn, -nk	Read words with familiar blends, e.g. gr, -mp, spl
	Read words with familiar basic digraphs, e.g. ee, oo, ch, -ll, -ck	Read words with familiar more advance digraphs, e.g. ew, ur, aw
	Read words with familiar basic diphthongs, e.g. oa, ay	Read words with familiar more advance diphthongs, e.g. ou, o-e, oy,
	Use phonic patterns and blends to read unfamiliar words	Use phonic patterns and blends to read unfamiliar words
<b>READING FOR ENJOYMENT AND COMPREHENSION</b>		
Informally 'read' words and phrases and recognise a variety of vocabulary	Read parts of stories from readers	Read stories from readers, rhymes, poems, comics and factual information
Read sentences of 4 to 5 words	Read prepared texts of 3 to 5 sentences and unprepared texts of 2 sentences	Read prepared and unprepared texts of about 50 words from fictional and factual texts
Show understanding of texts by correctly answering simple questions	Show understanding of texts by correctly answering simple and higher-order questions	Correctly answer simple and higher-order questions from texts
<b>READING FOR INFORMATION</b>		
		Find and extract information from factual texts
<b>WRITING</b>		
<b>HANDWRITING</b>		
Demonstrate fine motor control		
Demonstrate use of dominant hand		
Trace and copy patterns and words in print script	Copy 3 lines of words showing correct pattern, formation, spacing and rhythm	Copy 5 lines of words showing correct pattern, formation, spacing and rhythm
Write familiar words, phrases and sentences of 4 to 5 words	Write familiar words, phrases and sentences of 7 or more words	Demonstrate correct formation and size of letters, and rhythm and

using correct spacing and formation of letters	using spacing, formation of letters and rhythm	spacing by writing 10 sentences (about 50 words)
<b>CREATIVE WRITING</b>		
<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
Write a story of about 2 simple sentences using full stops and capital letters	Write a story containing 6- to 10-word sentences legibly and with correct spelling and punctuation	Write prepared and unprepared paragraphs of about 100 words on familiar topics using correct language structure
-	Present a collection of own stories	Present a collection of own creative writing on given topics
-	Write and keep an up-to-date list of new vocabulary to use in creative writing	Write and keep an up-to-date list of new vocabulary to use in creative writing
<b>LANGUAGE STRUCTURE, GRAMMAR AND LANGUAGE USE</b>		
<b>CAPITALS AND PUNCTUATION</b>		
Use a capital for the beginning of a sentence	Use a capital for the beginning of a sentence, the pronoun 'I' and proper nouns	Use a capital for the beginning of a sentence, the pronoun 'I' and proper nouns
Use a full stop at the end of a sentence	Use a full stop at the end of a sentence	Use a full stop to finish a sentence, a question mark at the end of a question or an exclamation mark to show emotion
<b>PARTS OF SPEECH</b>		
Incidentally use common and proper nouns when speaking	Use common and proper nouns	Name and use common and proper nouns
Use pronouns (speaking)	Use pronouns (speaking and writing)	Use pronouns (speaking and writing)
Use possessive pronouns (speaking)	Use possessive pronouns (speaking and writing)	Use possessive pronouns (speaking and writing)
Incidentally use verbs when speaking and demonstrate actions	Use verbs when speaking and demonstrate actions	Name and use common verbs (speaking and writing)
Incidentally use and demonstrate simple prepositions when speaking	Use and demonstrate prepositions when speaking	Use and demonstrate prepositions when speaking and writing
	Use comparisons of regular adjectives when speaking	Use adjectives when speaking and writing
<b>TENSES</b>		
Use common regular verbs in the simple present tense when speaking	Use common regular verbs in the simple present tense when speaking and writing	Use common regular verbs in the simple present tense when speaking and writing
Use simple irregular verbs in the simple present tense when speaking	Use simple irregular verbs in the simple present tense when speaking and writing	Use simple irregular verbs in the simple present tense when speaking and writing
Use the present continuous tense to show actions happening as you are speaking (now)	Use the present continuous tense to show actions happening as you are speaking (now)	Use the present continuous tense to show actions happening as you are speaking (now)
Use familiar regular verbs in the simple past tense when speaking	Use familiar regular verbs in the simple past tense when speaking and writing	Use familiar regular verbs in the simple past tense when speaking and writing
Use irregular verbs in the simple past tense when speaking	Use irregular verbs in the simple past tense when speaking and writing	Use irregular verbs in the simple past tense when speaking and writing
Use familiar verbs in the simple future tense when	Use familiar verbs in the simple future tense when	Use familiar verbs in the simple future tense when speaking

speaking	speaking and writing	and writing
<b>SENTENCE CONSTRUCTION</b>		
<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
Use statements and questions when speaking	Use statements and questions when speaking and writing	Use statements and questions when speaking and writing
Construct yes/no questions, answers and negative statements when speaking	Construct yes/no questions, answers and negative statements when speaking	Construct yes/no questions, answers and negative statements when speaking and writing
Construct and use questions when speaking using what and where	Construct and use questions when speaking using who, what, when and where	Construct and use questions when speaking and writing using who, what, when, where and why
Construct simple sentences when speaking using the conjunction 'and'	Construct simple sentences when speaking and writing using the conjunctions 'and' and 'but'	Construct sentences when speaking and writing using words to show 'time' ('before', 'after', 'next', etc)
Correctly use verb-subject agreement when speaking	Correctly use verb-subject agreement when speaking and writing	Correctly use verb-subject agreement when speaking and writing
Correctly use the modals	Correctly use the modals	Correctly use the modals
'can' and 'may' when speaking	'can', 'may' and 'must' when speaking	'could', 'should' and 'would' when speaking
Correctly use the determiners 'this' and 'that' (speaking)	Correctly use the determiners 'this', 'these', 'that' and 'those' (speaking)	Correctly use the determiners 'this', 'these', 'that' and 'those' (speaking)
		Correctly use quantifiers when speaking, e.g. a few, some, each, etc
<b>WORD STUDY</b>		
Incidentally recognise two-letter sight words	Recognise two-letter sight words	Recognise higher frequency sight words
Incidentally recognise three-letter words, e.g. bag, sit, etc	Recognise three-letter words, e.g. had, big, cup, etc	Recognise three-letter words, e.g. had, big, cup, etc
	Segment familiar words into syllables, e.g. one and two syllables	Segment familiar words into syllables, e.g. one and two syllables
Sort and categorise words using initial letters, e.g. <u>b</u> ad, <u>b</u> in, <u>b</u> at	Sort and categorise words using initial letters, blends and digraphs/diphthongs with same sound and spelling pattern, e.g. <u>d</u> raw, <u>d</u> rum, <u>d</u> rip <u>c</u> ar, <u>s</u> tar, <u>f</u> ar	Sort and categorise words using initial letters, blends and digraphs/diphthongs with same sound and spelling pattern, e.g. <u>s</u> plash, <u>s</u> plit <u>f</u> ur, <u>ch</u> urch,
-	Add 'ed' to make past tense of familiar words	Add 'ed' to make past tense of familiar words
Add 's' to make familiar nouns plural	Add 's' to make familiar nouns plural and use the irregular plural of some nouns, e.g. men, feet	Add 's' to make familiar nouns plural, use irregular plurals and use nouns that are both singular and plural, e.g. sheep, deer
-	-	Correctly use some simple irregular plurals, e.g. <u>boxes</u> , <u>ladies</u> , <u>potatoes</u>
<b>SPELLING</b>		

Informally trace, copy and make single letters, sight words and vocabulary words	Trace, copy and make words to spell sight words and vocabulary words	Apply the strategy of tracing, copying, playing memory games and making words to spell sight words and vocabulary words
<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
Attempt to 'spell' words using knowledge of single sounds	Spell words by 'sounding out' using knowledge of single sounds, blends and digraphs/diphthongs	Apply the strategy of 'sounding' out using knowledge of single sounds, blends and digraphs/diphthongs
-	Spell words using 'visual memory' to visualise what a word looks like, e.g. length of words	Apply the strategy of using 'visual memory' to visualise what a word looks like, e.g. word shapes
-	Correctly spell words using a method like 'look, say, cover, visualise, write, check'	Correctly spell words using a method like 'look, say, cover, visualise, write, check'
-	-	Apply the spelling rule: 'e' goes away when 'ing' comes to stay, e.g. having
-	-	Apply the spelling rule: a silent 'e' at the end of a word makes a long vowel sound, e.g. <u>ma</u> de

### MATHEMATICS COMPETENCIES

<b>NUMBER CONCEPT DEVELOPMENT</b>			
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
<b>COUNTING, NUMBERS, DOUBLING AND HALVING, NUMBER PATTERNS, DECADE NUMBERS, PLACE VALUE, SUBITISING AND ESTIMATING, ROUNDING OFF, REGROUPING, ORDERING AND COMPARING, ODD AND EVEN NUMBERS, DECOMPOSITION</b>			
Mechanically count up to 20	Mechanically count up to 100	Mechanically count 500	Mechanically count up to 1 000
Recognise numbers up to 10	Read, pronounce and identify numbers up to 100	Read, pronounce and identify numbers up to 500	Read, pronounce and identify numbers up to 1000
Write numbers up to 9	Write numbers up to 20	Write numbers up to 100	Write numbers up to 500
Subitise up to 4 objects	Subitise up to 6 objects	Estimate up to 10 objects	Estimate up to 20 objects  Round numbers off to the nearest 10
Copy and create simple patterns	Explore number patterns in the range of 1 to 10	Explore number patterns in the range of 1 to 20	Explore number patterns in the range of 1 to 50
-	-	Add and subtract decade numbers up to 100	Add and subtract decade numbers up to 500
-	Recognise the importance of the position of digits in numbers 1 to 20	Recognise that digit positions in two-digit numbers shows quantity  Identify tens and units	Recognise that digit positions in three-digit numbers shows quantity  Identify hundreds, tens



			and units
Group objects into sets	Arrange 1 to 10 objects in groups	Arrange 1 to 50 objects in groups	Arrange 1 to 100 objects in groups
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
Order and compare groups of objects	Order and compare objects and numbers 1 – 20 Name and read ordinal numbers	Order and compare numbers 1 - 100 Name and read ordinal numbers	Order and compare numbers 1 - 500 Name and order ordinal numbers
-	Order ordinal numbers from 1 <sup>st</sup> - 10 <sup>th</sup>	Order ordinal numbers from 1 <sup>st</sup> - 20 <sup>th</sup>	Order ordinal numbers from 1 <sup>st</sup> - 100 <sup>th</sup>
Demonstrate one-to-one correspondence to show equal and unequal groups	Demonstrate one-to-one correspondence with numbers 0 - 10 to show equal and unequal sets	Identify odd and even numbers 0 - 99	Identify odd and even numbers 0 - 500
	Find number bonds in numbers 1 - 10	Decompose two-digit numbers up to 100	Decompose three-digit numbers up to 500
<b>PROBLEM SOLVING</b>			
Solve simple story problems	Solve simple story problems within the range 0 - 10	Solve story problems within the range 0 - 50	Solve story problems within the range 0 - 100
<b>COMPUTATION</b>			
<b>ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION, MULTI-STEP PROBLEMS, FRACTIONS</b>			
-	Memorise and recall addition number facts from 0 - 10 Add two and three numbers with a sum between 1 - 20	Memorise and recall addition number facts from 0 - 20 Add two and three numbers with a sum between 1 - 100	Memorise and recall addition number facts from 0 - 20 Add two and three numbers with a sum between 1 - 500
-	Subtract one number from another number between 1 - 10	Memorise and recall subtraction number facts 1-10 Subtract one- or two-digit numbers from a two-digit number between 11 - 99	Memorise and recall subtraction number facts 1-20 Subtract two- or three-digit numbers from a three-digit number between 100 - 500
-	Draw groups of objects and count numbers of groups	Memorise the 1, 2, 5 and 10 times tables Multiply any two- digit number up to 20 by any number between 1 and 10	Memorise the 1, 2, 3, 4, 5 and 10 times tables Multiply any two-digit number up to 50 by any number between 1 and 10
-	Double numbers up to 5 and double 10  Halve even numbers up to 10 and halve 20	Double numbers up to 50  Halve numbers up to 50 and odd numbers up to 20	Double numbers up to 100 Halve numbers up to 100 Memorise and recall simple division facts

			related to the multiplication facts of 2, 3, 5 and 10
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
Share objects equally with members in a group using concrete objects	Share up to 10 objects in groups of 2s, 3s, 4s and 5s	Divide objects into groups of 2s, 3s, 4s, 5s and 10s	Divide any two-digit number from 10 to 100 by a number from 1- 5
	Solve multi-step problems in the range of 0 - 10 with addition and subtraction	Solve multi-step problems in the range of 0 - 100 with addition and subtraction	Solve multi-step problems in the range of 0 - 500 with addition and subtraction
Share objects equally	Share objects equally and identify “whole” and “half”	Divide objects into equal parts and identify “whole”, “half” and “quarter”	Divide objects into equal parts and identify “whole”, “half”, “quarter”, “third” and “three quarters” Use mathematical symbols, e.g. $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{3}{4}$

### MEASUREMENT

#### LENGTH, MASS, CAPACITY, AREA, TIME, MONEY

Compare and measure the length of objects using non-standard units	Compare, measure and record the length of objects using non-standard units	Compare, measure and record the length of objects using non-standard and standard units in centimetres  Use abbreviation: cm	Compare, measure and record the length of objects using non-standard and standard units in metres and centimetres  Use abbreviation: cm, m
Compare the mass of two objects using non-standard units	Estimate, balance, compare and measure the mass of objects using non-standard units	Estimate, balance, compare and measure the mass of objects using non-standard and standard units in kilograms  Use abbreviation: kg	Estimate, balance, compare and measure the mass of objects using non-standard and standard units in kilograms and grams  Use abbreviation: g, kg
Compare the capacity of two objects/containers using non-standard units	Estimate, order, compare and measure the capacity of containers using non-standard units	Estimate, order, compare and measure the capacity of containers using non-standard and standard units in litres  Use abbreviation: ℓ	Estimate, order, compare and measure the capacity of containers using non-standard and standard units in litres and millilitres  Use abbreviation: ℓ, ml
-	-	Measure and compare areas inside shapes or borders using non-standard units	Measure and compare areas inside shapes or borders using non-standard units and squares
Differentiate between different times of the day  Name days of the	Relate home and community activities to different times of the day  Name days of the week	Relate events and daily occurrences to days, weeks and months  Name days of the week and months of the year	Relate events and daily occurrences to days, weeks and months  Name days of the week and months of the year

week	and months of the year  Compare “long” and “short” periods of time	and use the calendar to identify specific information Tell time in hours and half hours	and use the calendar to identify specific information Tell time in hours, half hours, quarter past, quarter to and Minutes
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
Name and identify Namibian coins: 5c,10c,50c  Use play money to practise buying and selling	Name and identify Namibian coins: 5c, 10c, 50c, N\$1 and N\$5  Practise buying and selling articles, counting money and giving correct change from N\$5	Name and identify Namibian money: all coins and N\$10 and N\$20 notes  Practise buying and selling articles, counting money and giving correct change from N\$10	Name and identify Namibian money: all coins and N\$10, N\$20 and N\$50 notes  Practise buying and selling articles, counting money and giving correct change from N\$20
<b>GEOMETRY</b>			
<b>GEOMETRICAL FIGURES, LOCATION AND POSITION,</b>			
Identify and trace 2D shapes	Identify, name, sort and classify 2D shapes and 3D figures: square, circle, rectangle, triangle, sphere, cube and cylinder	Identify, name, sort and classify 2D shapes and 3D figures: square, circle, rectangle, triangle, equilateral triangle, oval, sphere, cube, cone, and cuboids (rectangular prism)	Identify, name, sort and classify 2D shapes and 3D figures: square, circle, rectangle, triangle, equilateral triangle, oval, pentagon, sphere, cube, cone, cylinder, rectangular prism and pyramid  Find angles in 2D shapes and 3D figures and identify right angles
Demonstrate and describe the location of the body to objects in the environment	Describe the location of the body to objects in the environment	Describe the position of objects drawn on informal maps	Describe the position of objects drawn on maps of familiar settings
<b>DATA HANDLING</b>			
<b>PICTOGRAPHS, TABLES AND BAR GRAPHS</b>			
Sort and classify objects	Collect, organise and display data on a pictograph  Interpret and analyse data represented on the pictograph	Collect, organise and display data on a pictograph  Interpret and analyse data represented on the pictograph	Collect, organise and display data on a pictograph, table or graph  Interpret and analyse data represented on the pictograph

## ENVIRONMENTAL STUDIES COMPETENCIES

<b>THE SOCIAL ENVIRONMENT</b>				
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
<b>FAMILIES AND COMMUNITIES</b>				
Identify and name family members and identify the roles, rights and responsibilities of family members	Distinguish between good and poor family relationships	Explain why it is important to be a member of a family	Describe how the roles of family members complement/support each other	<b>Life Skills</b> Holistic awareness - family values
	State relevant information about their school	State relevant information about their school	State relevant information about their school	
Name different kinds of services and occupations and the role that each member plays in the community	Name basic health care providers in the home and community and explain their roles	Describe main social activities in the community and social services provided	Explain what different social groups in their community do and describe various public services provided	<b>Social Studies</b> Settlement geography

<b>FAMILY CULTURE, NATIONAL CULTURE AND HISTORICAL EVENTS AND PEOPLE</b>				
Identify and name elements from their own culture	Describe own family customs and ceremonies	Describe customs and cultural expression in the local community	Describe traditions of different cultures in Namibia	<b>Social Studies</b>
-	Describe the design and colours of the Namibian flag	Explain the meaning of the colours and images of the national flag	Explain the meaning of the symbols on the Namibian Coat of Arms	
Participate in celebrations of national festivals held at school	Explain why Independence Day is an important day in Namibia's history	Explain why Independence Day, Cassinga Day and Africa Day are important days in Namibia's history	Distinguish between religious and non-religious holidays	
-	Identify the name of Namibia's president	Explain why and how local and national leaders are honoured	Explain main functions of traditional leaders	
<b>INFRASTRUCTURE AND MEANS OF COMMUNICATION WITHIN THE COMMUNITY AND REGION</b>				

State where they live, name different building materials used in their homes and differentiate between types of houses according to traditional type, colour, size and shape	Describe their house and furniture	Describe and name building materials used in the local environment	Compare traditional homesteads and shelters to modern buildings	<b>Social Studies</b> Settlement geography
Name the means of transport used in the community	Describe their family's means of transport	Describe the role of public transport in the community	Describe transport in the region	<b>Social Studies</b> Economic geography
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	
	Describe their family's means of communication	Describe means of communication in the community	Describe means of communication in the region	
<b>TRADING, EARNING, SPENDING AND SAVING</b>				
-	Describe the occupations of their family members and explain why a family needs money and savings	Describe the occupations of traders in the local community	Describe main occupations in the region and why they are needed	<b>Social Studies</b> Economic geography
-	Participate in trading and buy/selling activities	Participate in trading and buy/selling activities	Participate in trading and buy/selling activities	<b>Entrepreneurship Awareness</b> in pre-vocational subjects
<b>HEALTH, SAFETY AND NUTRITION</b>				
<b>A HEALTHY AND SAFE LIFESTYLE</b>				
Explain why a clean environment, personal hygiene, body exercise and rest are important	Explain why personal hygiene, exercise and rest are important	Explain why personal cleanliness is important	Describe the signs and symptoms of common infectious diseases and their prevention	<b>Life Skills</b> Holistic awareness - personal hygiene
Describe how HIV and AIDs can and cannot be transmitted	Describe what contact is safe with people with HIV and AIDS and what must be avoided	Describe what contact is safe with people with HIV and AIDS, what must be avoided and how to behave towards HIV infected people	Describe how to behave towards people with HIV and AIDS	<b>Life Skills</b> Holistic awareness - facts and myths about HIV and AIDS  <b>Social studies</b> Population geography
<b>PARTS OF THE BODY, CHANGES IN THE BODY, EMOTIONS AND SENSES</b>				

Distinguish between parts of the body and their functions	Distinguish between parts of the body and their functions	Identify factors affecting growth and development	Distinguish between internal and external body parts and 'private' and 'non-private' body parts	<b>Life Skills</b> Holistic awareness - sexual development
Identify and name the five sensory organs	Identify and name the five sense organs and their functions	Identify the sense organs and describe how to take care of the nose, ears, eyes and mouth	Identify internal organs of the body and their functions	<b>Life Skills</b>
Recognise how emotions and moods can change	Describe various feelings and emotions and how they can change	Identify 'good' emotions and 'bad' emotions	Describe how to control emotions	<b>Life Skills</b> Holistic awareness - emotions/feelings success and disappointment
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
<b>FRIENDSHIP</b>				
Show care and concern for others	Show care and concern for friends	Describe how to make friends	Describe the attributes of a good friend and how to be a friend to others	<b>Life Skills</b> Friendship
<b>TAKING CARE IN POTENTIALLY DANGEROUS SITUATIONS</b>				
Identify and describe dangerous situations and safety measures in the home, school and immediate environment and how to avoid danger	Identify and describe dangerous situations and safety measures in the home, school and immediate environment and how to avoid danger	Identify and describe dangerous situations and safety measures in the home, school and immediate environment and how to avoid danger	Identify and describe dangerous situations and safety measures in the home, school and immediate environment and how to avoid danger	<b>Life Skills</b>
Demonstrate how to say 'no' in an uncomfortable, potentially dangerous situation, describe yes/no forms of contact, and explain where to go for help	Demonstrate how to say 'no' in an uncomfortable, potentially dangerous situation; describe yes/no forms of contact, and explain where to go for help	Demonstrate how to say 'no' in an uncomfortable, potentially dangerous situation; describe yes/no forms of contact, and explain where to go for help	State in which situations they should and can say 'no' and demonstrate how to say 'no' to unacceptable behaviour	<b>Life Skills</b> Holistic awareness - saying yes, saying no; respect
<b>HEALTHY FOOD AND EATING HABITS</b>				

Differentiate between healthy and unhealthy food	Describe healthy food which should be eaten regularly, and healthy eating habits	Explain how to handle food hygienically and why hygiene is necessary	Explain the correct storage and preparation methods of food and why these are important	<b>Life Skills</b> Holistic awareness - healthy food
<b>TRAFFIC SAFETY</b>				
Describe good passenger and pedestrian behaviour	Identify road signs in the local environment, explain dangers on the road, demonstrate how to safely cross the road and identify potential dangers on the way to school	Describe how one should behave in traffic as a pedestrian and as a passenger in a vehicle	Explain road safety and traffic rules for cyclists	<b>Life Skills</b> Civic Affairs - pedestrians; freedom
<b>THE NATURAL ENVIRONMENT</b>				
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
<b>PLANTS - LIVING THINGS WITH A LIFE CYCLE (HEREDITY AND EVOLUTION)</b>				
Describe simple differences between living and non-living things	Describe plants as living things that need air, water and sunlight to survive	Demonstrate how the roots of plants absorb water and demonstrate the impact of sunlight on the leaves	Describe the effects of light and water on the growth of plants	<b>Natural Science and Health Education</b> Environment – living things
Describe how to take good care of plants	Describe/draw how seeds germinate	Describe/draw how seeds germinate	Describe the life cycle of flowering plants	<b>Natural Science and Health Education</b> Taking care of plants
Identify plants in their immediate environment and compare the shapes, sizes and colours of various plants, leaves and seeds	Identify, name and give the main parts of trees, bushes and grass from their own environment	Identify local plants by their leaves and seeds	Identify different types of trees in their environment using observable features	<b>Natural Science and Health Education</b> Plant growth
Identify plants/fruits that are edible, non-edible or poisonous	Identify and name poisonous plants in their environment	Identify different parts of plants that are used for food	Identify plants that can be used as medicine	<b>Natural Science and Health Education</b> Plants
<b>ANIMALS - LIVING THINGS WITH DIFFERENT CHARACTERISTICS, HABITATS AND FEEDING HABITS (HEREDITY AND EVOLUTION)</b>				

Describe simple differences between living and non-living things	Describe animals (including humans) as living things that need food, water and shelter to survive	Describe the different ways that animals (including humans) obtain water and food	Describe the structures that animals (including humans) use to move around	<b>Natural Science and Health Education</b> Environment – living things
Identify and categorise domestic and wild animals and describe how to take care of farm and domestic animals	Identify physical features and feeding habits of domestic animals	Identify food and other products from domestic animals	Distinguish between physical features, habitats and feeding habits of wild animals and their place in the food chain	<b>Social Studies</b> Climate – vegetation and animals in the regions <b>Natural Science and Health Education</b>
-	-	-	Identify how and why wild animal conservation is carried out in Namibia	<b>Natural Science and Health Education</b>
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
	Describe simple similarities and differences in the appearance and behaviours of adults and their offspring	Describe the life cycles of animals that grow but do not change form (metamorphose)	Describe the changes in animals as they undergo major physical changes (metamorphosis)	<b>Natural Science and Health Education</b> Environment – living things
<b>WATER - ITS USES, CONSERVATION AND POLLUTION (SCIENCE AND TECHNOLOGY IN SOCIETY)</b>				
Explain the importance of water and name the uses of clean water and how to save it	Explain why we need water and the importance of clean water	Explain how and why water should be saved and stored	Identify and explain modern and traditional methods of purifying water	<b>Social Studies</b> Economic geography – renewable natural resources <b>Natural Science and Health Education</b> Environment – local resources used in everyday life
Identify and name local sources of water	Identify local water sources and uses of clean water	Identify local water sources and uses of clean water	Locate where water is found in the environment	<b>Natural Science and Health Education</b> Conservation of natural resources



Identify simple ways in which water becomes polluted, the dangers of drinking polluted water and simple ways to prevent water pollution	Identify basic causes of water pollution and simple ways to prevent it	Identify how rubbish pollutes water sources and how to prevent it	Describe sources of pollution by industry and how to prevent it	<b>Social Studies</b> Ecology
<b>CARING FOR THE ENVIRONMENT AND KEEPING IT CLEAN (SCIENCE AND TECHNOLOGY IN SOCIETY)</b>				
Explain the importance of keeping the environment clean and demonstrate simple ways of cleaning and caring for the environment	Explain and demonstrate the importance of cleaning and caring for the environment	Explain and demonstrate the importance of cleaning and caring for the environment	Explain and demonstrate the importance of cleaning and caring for the environment	<b>Natural Science and Health Education</b> Environment – caring for places/school or home <b>Social Studies</b> Ecology
<b>MATERIALS - PROPERTIES AND USES (PROPERTIES OF MATTER)</b>				
Classify objects that can sink and float in water	Identify and describe objects that can sink and float in water	Describe simple differences in the physical properties of solids and liquids	Describe simple differences in the physical properties of solids, liquids and gases	<b>Natural Science and Health Education</b>
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
<b>WEATHER, SEASONS AND THE ENVIRONMENT (ENERGY IN THE EARTH'S SYSTEMS)</b>				
Describe seasonal changes and daily weather conditions	Describe seasonal changes and daily weather conditions	Explain why weather conditions change	Explain why weather conditions change	<b>Social Studies</b> Climatology - weather studies  <b>Natural Science and Health Education</b> Weather in the natural environment
Name clothes and food that are suitable for weather conditions	Name clothes and food that are suitable for weather conditions	Describe the effects of the four seasons on people and the environment	Describe the effects of the seasons on plants and animals	<b>Social Studies</b> Climate
<b>THE EARTH, THE MOON, OUR SOLAR SYSTEM AND THE UNIVERSE (THE EARTH AND BEYOND)</b>				
	Describe things in the sky that are easily visible	Describe how the sky changes during day and night	Describe features of the sky and seasons	<b>Social Studies</b> Astronomy/ Climatology
<b>FORCES, MOTION AND ENERGY (ENERGY IN THE EARTH'S SYSTEMS)</b>				
	Identify simple sources of energy, in particular, the	Identify how sources of energy, particularly the sun,	Describe energy-saving practices and benefits	<b>Natural Science and Health Education</b>

	sun	are used every day		
Demonstrate that objects can move	Identify the effects of energy and what makes things work, grow and move	Identify how energy moves	Identify how energy can change form	
			Describe the effects of gravity	

The following basic skills should be built into the Natural Environment theme and should be assessed. Note that the scientific literacy and numeracy skills, in particular, are naturally integrated into Languages and Mathematics. Depending on the nature of the tasks, teachers can decide in which subject areas these skills are to be assessed.

<b>INQUIRY METHODS TO SEARCH OUT, DESCRIBE, EXPLAIN AND PREDICT NATURAL OCCURRENCES</b>				
Use hands-on experiences and senses to ask questions when exploring the world around them use senses	Make guesses about what may occur in an investigation	Make simple predictions about what may occur in an investigation	Make simple predictions using prior knowledge	<b>Natural Science and Health Education</b>
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
to collect data				
	Use a teacher-modelled procedure when investigating	Describe simple steps for planning and carrying out an investigation	Describe more detailed steps for planning and carrying out an investigation	<b>Natural Science and Health Education</b>
<b>SCIENTIFIC LITERACY</b>				
Share information with others through speaking, listening and drawing	Share information with others through speaking, listening, drawing, reading and writing	Inform others about investigations and suggest reasonable explanations	Inform others about investigations and suggest reasonable explanations	<b>Natural Science and Health Education</b>
		Seek information from books, magazines and other sources	Seek information from books, magazines and other sources	
<b>SCIENTIFIC NUMERACY</b>				
Sort and order objects by their properties, e.g. hard/soft;	Organise information using sorting, grouping, listing, drawings	Organise and classify objects or events based on their common	Sort and arrange events, facts and ideas in sequence	<b>Natural Science and Health Education</b>

float/sink		characteristics		
-	Observe, compare, classify and describe using simple non-standard measuring tools to collect data	Observe, compare, classify and describe using non-standard measuring tools to collect data	Observe, compare, classify and describe using standard measuring tools to collect data	
-	Construct a simple table to record observations	Construct a simple table to record observations	Construct simple bar graphs to record findings	

## ARTS COMPETENCIES

<b>THEME: PARTICIPATING</b>			
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
<b>CO-OPERATION, RESPECT, AND USE OF SAFE PRACTICES AND CONVENTIONS</b>			
Demonstrate personal arts skills and social skills such as taking turns, listening to others and sharing	Demonstrate personal arts skills and social skills such as listening to others, and being considerate and co-operative	Demonstrate personal arts skills and social skills such as sharing, being fair, considerate and co-operative	Demonstrate personal arts skills and social skills such as being fair, making group decisions and working independently
Use safe practices such as wearing protective clothing when painting	Use safe practices such as asking for help	Use safe practices such as protecting work surfaces	Use safe practices such as protecting work surfaces

Demonstrate arts habits such as replacing lids on glue bottles	Demonstrate arts habits, such as rinsing paint brushes	Demonstrate arts habits such as showing interest while others perform	Demonstrate arts habits such as practising recycling of arts material
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<b>THEME: CREATING</b>			
<b>VISUAL ART – LINE, PATTERN, COLOUR, SHAPE, TEXTURE AND SPACE</b>			
Use different types of lines to make an outline that represents an object, and to show expressions such as anger	Demonstrate different types of lines to make shapes representing objects, and to show expressions such as thin lines representing light rain	Demonstrate different types of lines to show edges, and expressions such as wavy lines representing the sea	Demonstrate different types of lines to show edges, and expressions such as curly lines representing the wind
Repeat patterns to make pictures	Repeat patterns to make pictures	Use repetition of shapes to make pictures	Use repetition of patterns found in the environment to make pictures
Demonstrate experimentation with colours	Change colours by adding other colours	Mix two primary colours to get a secondary colour	Mix different amounts of primary colours to get a variety of secondary colours
Create approximations of common 2D geometrical shapes	Create common 2D geometric shapes and patterns, and symbolic shapes such as heart shapes and star	Create common 2D geometrical shapes and patterns, and symbolic shapes such as road signs	Create 2D geometric shapes and patterns, and symbolic shapes such the sun on the Namibian flag
Create non-geometrical shapes such as hand prints	Create non-geometrical shapes using manufactured and natural objects	Create non-geometrical shapes using manufactured and natural objects	Create non-geometrical shapes using manufactured and natural objects
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>

Create textures using modelling clay, paper and different tools	Create textures using objects in the environment	Create textures using objects in the environment	Create textures to simulate real objects
		Create spaces between shapes and use	Create spaces between shapes and use space to show depth

### **VISUAL ART – MODELLING AND CONSTRUCTION**

Make simple 3D sculptures using recycled material and material from the environment	Make 3D structures using skills of weaving, tearing, cutting, folding and pasting.	Make 3D structures using a variety of skills and recycled materials.	Make 3D structures using a variety of skills and recycled materials.
Make a border by threading	Make a border by threading	Sew smaller stitches onto fabric to make a pattern	Sew a variety of simple stitches onto fabric to make a design
Demonstrate the skills of shaping, cutting, rolling, joining and imprinting using clay/play dough	Demonstrate the skills of shaping, cutting, rolling, joining and imprinting to make clay beads and jewellery	Make models of animals/people considering shape, detail and texture	Make models of a animals/people considering shape, detail, texture, features and clothing

### **VISUAL ART - PICTURES**

Use recall, memory and imagination as a source of drawing inspiration	Use recall, memory and imagination as a source of drawing inspiration	Use recall, memory and imagination as a source of drawing inspiration	Use recall, memory and imagination as a source of drawing inspiration
Use detail in the world to create pictures	Use detail in the world to create pictures	Draw to record observations	Draw to record observations
Create pictures using paint of different consistencies, a self-portrait collage and simple prints with fingers and hands	Create pictures using a transparent wash of colour over an oil pastel drawing, collages to make pictures, and simple environmental prints	Create pictures by letting thin paints run together, collages to make a landscape, and vegetable prints	Create still life pictures using thick and thin paint, collages and calligraphy prints

### **MUSIC – SINGING (DURATION, BEAT, RHYTHM, PITCH, TEMPO, DYNAMICS, FORM AND HARMONY)**

Begin to recognise sound and silence (duration), and use the voice to make high/low sounds (pitch) and loud/soft sounds (dynamics)	Recognise long and short sounds (duration), and use the voice to make very high/very low sounds (pitch) and very loud/very soft sounds (dynamics)	Recognise long and short sounds (duration), and sing songs at high and low pitches; sing while getting louder and softer (dynamics)	Recognise long and short sounds (duration), and sing songs requiring high and low pitches and loud and soft sections (dynamics)
Echo a very simple melodic pattern (form)	Improvise a melody by completing a simple unfinished melodic pattern (form)	Improvise a melody by completing a simple unfinished melodic pattern (form)	Improvise a melody by completing a simple unfinished melodic pattern (form)
Sing familiar songs fast and slowly (tempo)	Sing familiar songs very fast and very slowly (tempo)	Sing songs while gradually getting faster/slower (tempo) and where an introduction is given (form)	Sing songs that require fast and slow sections (tempo) and where parts of the song are repeated (form)

PRE-PRIMARY	GRADE 1	GRADE 2	GRADE 3
Perform songs, folk/traditional songs and song games in mother tongue, singing in unison	Perform songs and song games in mother tongue, other Namibian languages and English, singing in two-part harmony	Perform songs in mother tongue, other Namibian languages and English, singing in two-part harmony	Sing more challenging songs in a conducted group, performing two-part harmony in mother tongue, other Namibian languages, English and languages from other countries
	Sing the National Anthem	Sing the National Anthem from memory	Sing the African Union Anthem
<b>MUSIC – PERCUSSION (DURATION, BEAT, RHYTHM, PITCH, TEMPO, DYNAMICS AND FORM)</b>			
Begin to recognise sound and silence (duration), make high/low sounds (pitch), and loud and soft sounds (dynamics)	Recognise long and short sounds (duration), make high/low sounds (pitch), and loud and soft sounds (dynamics)	Recognise long and short sounds (duration), make high/low sounds (pitch), and louder/softer sounds (dynamics)	Recognise long and short sounds (duration), make high/low sounds (pitch) and louder/softer sounds (dynamics)
Begin to demonstrate 'beat' and 'rhythm'	Demonstrate 'beat' and 'rhythm'	Demonstrate the difference between 'beat' and 'rhythm'	Demonstrate the difference between 'beat' and 'rhythm'
Echo a simple rhythmic pattern (form)	Complete a simple unfinished rhythmic pattern (form)	Create an introduction to a song (form)	Create a rhythmic pattern to begin and end a song and use between verses (form)
Play body percussion in time to music (tempo)	Play body percussion in time to music (tempo)	Play instruments while gradually getting faster/slower (tempo)	Play instruments while gradually getting faster/slower (tempo)
Begin to accompany songs using simple repetitive patterns (ostinati)	Accompany songs using simple repetitive patterns (ostinati)	Accompany songs using simple repetitive patterns (ostinati), and using some elements of music, e.g. beat, rhythm and dynamics	Accompany songs using more complex repetitive and changing patterns (ostinati), and using the elements of music, e.g. tempo, pitch, dynamics and form

<b>DRAMA – EXPRESSION THROUGH MIME</b>			
PRE-PRIMARY	GRADE 1	GRADE 2	GRADE 3
Begin to demonstrate body awareness, control of movement, flexibility, spatial awareness, gesture and facial expression	Demonstrate body awareness, control of movement, flexibility, spatial awareness, gesture and facial expression	Demonstrate body awareness, control of movement, flexibility, spatial awareness, gesture and facial expression	Demonstrate body awareness, control of movement, flexibility, spatial awareness, exaggerated gestures and facial expression
Mime a person's daily actions	Mime animal actions	Mime people's professions	Mime abstract ideas
<b>DRAMA – ROLE PLAY</b>			

Improvise a simple situation using a puppet	Improvise a simple situation using a puppet	Plan and act out a situation using puppets	Plan and act out a situation using puppets
Play characters in different situations	Play characters in different situations	Play characters in different situations	Play characters in different situations
<b>DRAMA – STRUCTURES OF A DRAMA (STORY)</b>			
Orally sequence events in familiar stories	Add onto stories	Create a simple situation	Create a simple situation
	Create a beginning and simple end to a drama (story)	Create a beginning and an end to a drama (story)	Create a beginning, a middle and an end (happy or sad resolution) to a drama (story)
<b>DRAMA - PRESENTATION</b>			
Begin to demonstrate how to use space, props and simple drama techniques, and show an awareness of the audience	Demonstrate how to use space, props and simple drama techniques, and show an awareness of the audience	Demonstrate how to use space, props and drama techniques, and show an awareness of the audience	Demonstrate how to use space, props and drama techniques, and show an awareness of the audience
Perform dramas to another class and parents	Perform dramas to another class and parents	Perform dramas to another class, parents and whole school	Perform dramas to wider audiences such as the community/region
<b>DANCE – ELEMENTS OF BODY AWARENESS, LEVELS, FORCE, FLOW AND TIME</b>			
Move freely to music using different parts of the body and levels (low/high)	Move freely to music using different parts of the body and levels (low/middle/high)	Move freely to music using different parts of the body and levels (low/middle/high)	Move freely to music using different parts of the body and levels (low/middle/high)

<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
Begin to demonstrate body awareness through flowing and contrasting movements, sudden and sustained movements, balancing and co-ordination	Demonstrate body awareness through flowing and contrasting movements, sudden and sustained movements, balancing and co-ordination	Demonstrate body awareness through a combination of flowing and sustained movements, contrasting movements, balancing and co-ordination	Demonstrate body awareness through a combination of flowing and sustained movements, contrasting movements, balance and co-ordination
Travel in different directions with changes in force and flow	Travel in different directions with changes in force and flow	Travel using a sequence of directions and movements changing force and flow	Travel using a sequence of directions and movements changing force and flow
Keep a steady, rhythmic speed when moving (time)	Use different speeds and rhythms when moving (time)	Combine different speeds and rhythms when moving (time)	Combine different speeds and rhythms when moving (time)
<b>DANCE - PRESENTATION</b>			
Begin to show an awareness of audience, space and simple rehearsal techniques such as entrances and exits	Show an awareness of audience, space and simple rehearsal techniques such as entrances and exits	Show an awareness of audience, space and simple rehearsal techniques such as practising actions	Show an awareness of audience, space and simple rehearsal techniques such as practising difficult parts of the dance
Perform traditional, improvised and choreographed dances to other classes and parents	Perform increasingly challenging traditional, improvised and choreographed dances to other classes and parents	Perform increasingly challenging traditional, improvised and choreographed dances to other classes, parents and whole school	Perform increasingly challenging traditional, improvised and choreographed dances to wider audiences such as the community/region
<b>THEME: APPRECIATING</b>			
<b>EVALUATION AND REFLECTION ON OWN AND OTHERS' ART</b>			
Describe or draw pictures to express feelings and observations about their art and that of others	Describe and explain feelings and observations about their art and that of others	Describe, explain and draw conclusions about their art and that of others	Describe their art and that of others by explaining features, using specific terminology, making personal preferences, describing effects and making judgements

### **RELIGIOUS AND MORAL EDUCATION COMPETENCIES**

<b>BELONGING</b>			
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
<b>SELF AND THE COMMUNITY, FAMILIES IN HARMONY AND IN CONFLICT, AND THE COMMUNITY AS A RESOURCE</b>			
Recount why they are valued, how others	Recount why they are valued, how others show it	Explain how members of a family can help	Describe the basic functions of religious



show it to them, how they can show it to others Find satisfaction in helping each other	to them, how they can show it to others	each other	leaders in the community, and how other members contribute
<b>PHASES OF LIFE</b>			
<b>BEING ACCEPTED INTO A COMMUNITY: WELCOMING A BABY, ELDERNS AND ANCESTORS, GROWING UP: NEW RESPONSIBILITIES AT ADOLESCENCE</b>			
Appreciate themselves as unique and special	Explain why ceremonies are important to welcome a baby	Explain, in a simple and respectful way, similarities and differences between their own and others' values in relation to elders, and to ancestors	Explain in simple terms the concepts of Christian Confirmation and Jewish Bar/Bat Mitzvah
<b>THE SACRED</b>			
<b>SACRED PLACES AND OBJECTS, SACRED TIME: SPECIAL TIMES IN OUR LIVES, SACRED TIME, TEXTS, MUSIC AND ART: SACRED TEXTS</b>			
-	Explain why a place or object is special in a religious sense	Describe weekly and annual times of worship in their religion	Correctly identify which sacred books belong to which religion
<b>FESTIVALS</b>			
-	Present and comment on the Christmas story/religious festival	Retell the Passover story or selected topic in their own words  Retell the Easter story	Explain three religious observances in an African tradition  Retell the main events leading up to the condemnation of Jesus
<b>SOCIAL VALUES</b>			
<b>LIVING TOGETHER: INTERRELATIONSHIP, FORGIVENESS AND RECONCILIATION, DEMOCRACY: MAKING OUR OWN RULES BY MAJORITY DECISION, AND FOLLOWING THEM</b>			
Explain why caring is important for everybody Name some class rules and accept them as positive discipline	Explain why caring is important for everybody	Explain why forgiveness and reconciliation are important	Explain why it is important for all involved to agree on rules
<b>PRE-PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
<b>RELIGION AND THE ENVIRONMENT</b>			
<b>THE WORLD AROUND US: WHAT THERE IS AROUND US, WHERE OUR FOOD COMES FROM: THE BEAUTY OF NATURE, TREES IN RELIGIOUS TRADITIONS</b>			
Share stories from their own religion Show respect towards	Explain the differences between man-made and natural features and state	Give own reasons why we should care for the environment	Retell a story to explain how trees have special meaning

others' beliefs, rights and desires	simply what they believe about creation		
<b>PERSONAL VALUES</b>			
<b>CHANGE, LOSS AND GROWTH: BEING AT PEACE WITH ONESELF, TURNING POINT IN LIFE, BEING AT PEACE TOGETHER, FRIENDSHIP IN EVERYDAY LIFE</b>			
Accept failure and success in a positive way Develop empathy and discover the pleasures of good friendships	Recount/retell a time when they felt happy and satisfied	Describe in their own words how they experience peace	Explain in their own terms how to be a good friend
<b>CHILDREN'S RIGHT AND RESPONSIBILITIES</b>			
<b>MY BASIC RIGHTS AND RESPONSIBILITIES, RIGHTS AND RESPONSIBILITIES IN THE HOME, RIGHTS AND RESPONSIBILITIES AT SCHOOL, THE RIGHT TO SAY NO: TRAINING IN ASSERTIVENESS</b>			
Be positive about their own and others' abilities, competencies and worth Demonstrate good behaviour Make decisions and handle problem situations in a responsible way	Explain their basic rights and responsibilities	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	Demonstrate how to be confident in refusing negative touching
<b>TOPIC OF OWN CHOICE</b>			
Express their own ideas and relate to others' points of view	Express their own ideas and relate to others' points of view about the topic	Express their own ideas and relate to others' points of view about the topic	Express their own ideas and relate to others' points of view about the topic

## PHYSICAL EDUCATION COMPETENCIES

<b>PHYSICAL FITNESS</b>			
<b>PRE- PRIMARY</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
<b>IMITATIVE, STRENGTH, ENDURANCE, FLEXIBILITY AND COORDINATION</b>			
Acquire smooth co-ordinated movements	Demonstrate coordination of body by imitating animals	Demonstrate coordination of body by imitating characters	Demonstrate coordinated body by imitating sports people
Demonstrate accurate movement of the large muscles of the body	Demonstrate foot, leg, abdomen, back, and shoulder and arms strength and endurance	Demonstrate foot, leg, abdomen, back, and shoulder and arms strength and endurance	Demonstrate foot, leg, abdomen, back, and shoulder and arms strength and endurance
Perform coordinated symmetrical movements of body parts	Demonstrate flexibility of joints with and without apparatus	Demonstrate flexibility of joints with and without apparatus	Demonstrate flexibility of joints with and without apparatus
<b>GYMNASTICS</b>			
<b>LOCO-MOTOR, ROTATION, JUMPING, BALANCING, ACTIVITIES WITH PARTNER AND BODY ADPTATION TO SMALL AND BIG APPARATUS</b>			
	Cooperate with others in pairs	Cooperate with others in pairs and in groups	Cooperate with others in pairs, groups and teams
Control the movement of the body using body parts as directed by eyes	Move in a variety of ways using various body parts	Move in a variety of ways using various body parts	Move in more challenging ways using different body parts for support
-	Rotate in a variety of ways around the longitudinal axis	Rotate in a variety of ways around the longitudinal axis with different starting positions and varying tempo	Rotate using quarter, half, and full turns around the longitudinal axis
-	Move using the five basic jump with a shallow landing	Move half and full turn while jumping, and perform a deep landing	Jump with height in distance, and perform a deep landing
Hold the body in the correct position while balancing	Balance on the spot using various body parts	Balance on the sport varying body positions	Balance on the sport varying body positions
-	Pull and push a partner using various parts of the body and from different starting positions	Pull and push a partner using various parts of the body and from different starting positions	Pull and push a partner out of/over a defined area with/without an implement
-	Play partner games with/without small apparatus	Play partner games using imitative activities and small apparatus	Play partner games using imitative activities and small apparatus
-	Balance and move using small apparatus Balance and move while holding small apparatus such as a bean bag	Balance and move while holding small apparatus such as a sticks	Balance and move while holding small apparatus such as hoops
-	Balance and jump on or over small apparatus	Balance and jump on or over small apparatus	Balance and jump on or over small apparatus

PRE- PRIMARY	GRADE 1	GRADE 2	GRADE 3
<b>ATHLETICS</b>			
<b>RUNNING, JUMPING THROWING AND COMPETING</b>			
Begin to cooperate with others and begin to show an attitude of healthy competition	Begin to cooperate with others and begin to show an attitude of healthy competition	Cooperate with others and show an attitude of healthy competition	Cooperate with others in teams, show an attitude of healthy competition and demonstrate good sportsmanship
Demonstrate individual running endurance	Demonstrate individual running endurance	Demonstrate running endurance in group activities	Demonstrate running endurance in teams
Demonstrate jumping skills	Demonstrate jumping skills for distance and height	Demonstrate jumping skills for distance and height	Demonstrate jumping skills for distance and height
Demonstrating throwing skills	Demonstrate individual throwing skills for distance	Demonstrate throwing skills for distance in pairs	Demonstrate more accurate throwing skills for distance
-	Demonstrate competitiveness as an individual	Demonstrate competitiveness with a partner	Demonstrate competitiveness as a group
<b>SPORT SKILLS</b>			
<b>BEHAVIOURAL RULES AND ROLLING, DRIBBLING, KICKING, BOUNCING, THROWING AND STOPPING/FIELD OBJECTS WITH/WITHOUT IMPLEMENTS:</b>			
Participate successfully in games and sport	Begin to cooperate with others and begin to show an attitude of healthy competition	Cooperate with others and show an attitude of healthy competition	Cooperate with others in teams, show an attitude of healthy competition and demonstrate good sportsmanship
-	Demonstrate how to look after clothing and apparatus, use correct terminology and obey commands	Demonstrate Grade 1 competencies as well as using extended terminology and showing how to work in groups	Demonstrate Grade 2 competencies as well as using extended terminology as well accepting of decisions
-	Demonstrate roll and stop skills with/without implements	Demonstrate roll and stop skills with/without implements	Demonstrate roll and stop skills with/without implements
Perform activities with preferred hand or foot	Dribble and stop/field objects	Dribble and stop /field objects	Dribble and field/stop objects
Control the movement and direction of the body using legs and feet as directed by eyes	Kick, throw and bounce objects with/without implements	Kick, throw and bounce objects with/without implements	Kick, throw and bounce objects with/without implements
-	Play "I" games where emphasis is on the individual	Play "we" games where the emphasis is on "you versus me"	Play more difficult games where the emphasis is on "you and I together" and "I versus them"

PRE- PRIMARY	GRADE 1	GRADE 2	GRADE 3
<b>GAMES IN LIMITED SPACE</b>			
<b>IMITATING, LARGE GROUP, TAG AND DODGING, AND TRADITIONAL GAMES</b>			
-	Begin to cooperate with others and begin to show an attitude of healthy competition	Cooperate with others and show an attitude of healthy competition	Cooperate with others in teams, show an attitude of healthy competition and demonstrate good sportsmanship
Control the body in order to move around freely avoiding obstacles Demonstrate through movement the body's relationship to space	Play imitative games/activities of animal origin, play tag and dodge in a large group and play traditional games	Demonstrate imitative games/activities of general character	Demonstrate imitative games activities of sport origin



**Republic of Namibia**

**MINISTRY OF EDUCATION**

**JUNIOR PRIMARY PHASE**

**RELIGIOUS AND MORAL EDUCATION SYLLABUS**

**GRADES 1 – 3**

**ENGLISH VERSION**

**FOR IMPLEMENTATION**

**2015**

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## **1. Introduction**

This syllabus describes the intended learning for Religious and Moral Education in the Junior Primary Phase. As a subject, Religious and Moral Education is within the 'spiritual' and 'moral and ethical' areas of learning in the curriculum, and has thematic links to other subjects across the curriculum.

The aims, learning objectives, and competencies which overlap between subjects are amongst the essential learning within the curriculum as a whole. Under optimal circumstances, this subject needs 2 periods per week, including assembly.

NIED has agreed on a fixed curriculum review cycle. The expected year for the implementation of the next review of the junior primary phase is 2021

## **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.

This subject must 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. 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 practicing Christians, others might come from other faith groups, and some will come from secular backgrounds. The teacher's approach must not be rigid in relation to his/her own beliefs, but ecumenical in terms of Christian beliefs, practices and understanding, and religions and value systems.

## **3. Aims**

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 following goals:

- 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 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 personal awareness of beliefs, a sense of awe and wonder, and a desire to respect others, to further positive values, and to protect and preserve nature
- develop the learners' affective, interpersonal and psychomotor potential through creative activities, and to promote critical thinking and problem-solving skills through group tasks
- develop an awareness of the rights of the child, including the right to say or no, and an awareness of their corresponding responsibilities within the household, school and community
- provide a foundation for understanding their own and others' faiths



#### **4. Inclusive Education**

Inclusive Education is the right of every learner and promotes participation in, or access to, the full range of educational programs and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among ALL learners and removing ALL barriers to learning.

Basic Education prepares the society, as envisaged in Namibia's Vision 2030, by promoting inclusivity. Learners experiencing barriers to learning and other individual needs will be included in a mainstream school and their needs will be attended to through differentiation of teaching methods and materials as required. Learners, who are so severely impaired that they cannot benefit from attending inclusive schools, will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join the inclusive school where applicable. The curriculum, teaching methods and materials are adapted for learners in these institutions.

The learner-centred approach to teaching is highly suitable for learners with special learning needs since it capitalises on what learners already know and can do, and then assists them to acquire new knowledge and skills. The curriculum framework for Inclusive Education specifies the competencies which learners with special learning needs should master. Individual Learning Support Plans (ILSP) should be in place to guide and evaluate the individual learning process for learners with special learning needs.

Further guidelines on planning for learning and teaching in an inclusive classroom can be found in the curriculum framework for Inclusive Education: A Supplement for the National Curriculum for Basic Education 2014. These guidelines will help to equip ALL learners with knowledge, skills and attitudes to help them succeed in the world that is increasingly complex, rapidly changing and rich in information and communication technology.

In working with every theme, issues should be seen from both male and female points of view and issues 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.

#### **5. 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 understanding of religious explanations of our place in the environment: who we are, why we are here, how the world has come into being, and our responsibility towards the environment. Religious and Moral Education is a subject where some of the more difficult issues such as reactions to and feelings about HIV and AIDS can be given time to be dealt with through discussion, role-play, and art work.

Cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD); Information and Communication Technology (ICT), and Road Safety. These have been introduced to the formal curriculum because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- understand the impact of these issues on our society
- understand how these risks and challenges can be addressed in their local settings
  
- The main risks and challenges have been identified as:

- caring for and managing our natural resources
- the consequences of HIV and AIDS
- health problems associated with pollution, poor sanitation and waste
- social instability caused by inequity and governance that ignores rights and responsibilities
- poor compliance to road safety measures
- globalisation issues

Some subjects are more suitable to deal with specific cross-curricular issues. In this syllabus there are more examples of other links to cross-curricular issues, but only one example for each cross-curricular issue is provided below:

<b>Environmental Learning</b>	<b>HIV and AIDS</b>	<b>Population Education</b>	<b>EHRD</b>	<b>Road Safety</b>
Grade 1: Caring for the environment	Grades 1-3: How to interact with people who have AIDS	Grade 2: Customs, beliefs and values of different groups in Namibia	Grades 1-3: The right to religious freedom and choice	Grade 3: Making correct decisions when riding bikes, e.g. being sensible; following the road rules

## **6. Approach to Teaching and Learning**

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice. Furthermore, the thematic/integrated approach remains a focal point of Junior Primary teaching and learning.

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to contribute to the development of society. Each 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. Each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to cater to the needs of the learners, and shape learning experiences accordingly. Teaching strategies must 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 Religious and Moral Education content explicitly; when it is best to let learners discover or explore information for themselves; 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 should be encouraged to find their own way through a topic or area of content.

Working in groups, in pairs, individually, or as a whole class during religious must, therefore, be organised and focussed. Co-operative and collaborative Religious and Moral Education learning should be encouraged wherever possible. For example, in Religious and Moral Education, there may be many strategies to apply and learners working in groups will learn from each other. Importantly, tasks must be meaningful so that learners can see the relevance. As learners develop personal, social and communication skills, they can gradually be given 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 recognize 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. 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.

## **7. Learning Standards**

On entry to the Junior Primary Phase, all learners will have acquired some competence in religious knowledge from their home environment. The first five weeks of Grade 1 should be dedicated to school readiness activities.

On completing the Junior Primary Phase (Pre-Primary to Grade 3) of education in Religious and Moral Education, learners are expected to be able to:

### **Belonging**

Explain why people belong to a particular community and realise that resources of a community depend on the people

### **Phases of life**

Explain why people hold particular customs, beliefs and attitudes and what is like or not like to belong to a faith community

### **The sacred**

Use texts, music and arts to convey sacred meaning

### **Festivals**

Explore ideas linked to festive seasons and explain why religious festivals have special meanings

### **Social values**

Develop an interest in religious and moral issues in a spirit of tolerance and respect for others. Learners demonstrate their social responsibilities as members of a democratic society

### **Religion and the environment**

Appreciate the beauty of and our dependence on nature.

### **Personal values**

Explain the importance of friendships and demonstrate how to be a good friend.

### **Children's rights and responsibilities**

Describe their rights and responsibilities at home and at school, and demonstrate how to say 'no' to unwelcome attention and 'touching' from others

## 8. Learning Content

Grade 1 learners should be exposed to at least five weeks of readiness activities in Term 1 before formal learning starts. Refer to the document, *A School Readiness/Preparatory Programme (5 weeks)*, published by NIED in 2011.

TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>BELONGING</b>	<b>Sub-Topic:</b> Self and the community	<b>Sub-Topic:</b> Families in harmony and in conflict	<b>Sub-Topic:</b> Community: The community as a resource
	<b>Learning Objectives</b> Learners will appreciate being cared for as the basis of becoming oneself	<b>Learning Objectives</b> Learners will appreciate the interdependence of family members	<b>Learning Objectives</b> Learners will realise that the resources of a community depend on the people
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• recount why they are valued, how others show it to them, how they can show it to others, e.g.</li> <li>- discuss, draw, and role-play how they are cared for at home and at school</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>• explain how members of a family can help each other, e.g.</li> <li>- discuss how members of the family interact, and what each one does for others</li> <li>- compare both sides of a family dilemma and feelings involved (Ruth and Naomi; Joseph and his brothers)</li> <li>- mime and dramatise the stories</li> </ul>	<ul style="list-style-type: none"> <li>• describe the basic functions of a religious leader in the community, and other members who contribute, e.g.</li> <li>- listen to the story of God creating Adam and Eve; mime the story</li> <li>- 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</li> <li>- identify and list the different roles in a worshipping community (singing,</li> </ul>

TOPIC	GRADE 1	GRADE 2	GRADE 3
			<p>preaching, cleaning the building, teaching, counselling, visiting)</p> <ul style="list-style-type: none"> <li>- make a wall display of the activities</li> </ul>
<b>PHASES OF LIFE</b>	<b>Sub-Topic:</b> Being accepted into a community: Welcoming a baby	<b>Sub-Topic:</b> Elders and ancestors	<b>Sub-Topic:</b> Growing up: New responsibilities at adolescence
	<b>Learning Objectives</b> Learners will describe how different communities welcome a new baby	<b>Learning Objectives</b> Learners will demonstrate how older people and younger people can help each other	<b>Learning Objectives</b> Learners will appreciate that responsibilities grow as one gets older
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• explain why ceremonies are important to welcome a baby, e.g.</li> <li>- discuss how names are chosen for babies in some families</li> <li>- draw or describe a baptism ceremony; repeat the words used for baptism and find out what they mean</li> <li>- discuss why water is used in Christian baptisms</li> <li>- give examples of how godparents can help a godchild</li> <li>- compare with other ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• explain, in a simple and respectful way, similarities and differences between their own and others' values in relation to elders, and to ancestors, e.g.</li> <li>- give an example of asking advice from an older person and say whether it was effective</li> <li>- discuss the kind of conflict that an older person can help to resolve</li> <li>- compare with a story or their own experiences; ways they can help older people</li> <li>- compare ways in which different communities relate to past generations/ancestors</li> </ul>	<ul style="list-style-type: none"> <li>• explain in simple terms the Christian confirmation and Jewish Bar Mitzvah/Bat Mitzvah, e.g.</li> <li>- compare responsibilities held by people of their year group</li> <li>- listen to the story of Jesus in the Temple at the age of 12</li> <li>- dramatise Mary, Joseph and Jesus when they met again and how they felt</li> <li>- find out about traditional rituals connected with growing up; Christian confirmation; Jewish Bar Mitzvah/Bat Mitzvah</li> </ul>

TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>THE SACRED</b>	<b>Sub-Topic:</b> Sacred places and objects	<b>Sub-Topic:</b> Sacred time: Special times in our lives, sacred time	<b>Sub-Topic:</b> Texts, music and art: sacred texts
	<b>Learning Objectives</b> Learners will understand that a place, or sometimes an object, can have meaning for an individual or group	<b>Learning Objectives</b> Learners will understand that sacred time has religious meaning	<b>Learning Objectives</b> Learners will understand that for believers, sacred texts are divinely inspired; appreciate how religious music conveys its message; appreciate art as a means of conveying religious message
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• explain why a place or object is special in a religious sense, e.g.</li> <li>- discuss what makes home and school special for them</li> <li>- identify/draw places or objects that have special meaning (a tree, holy book, church, tomb, and why they sacred)</li> </ul>	<ul style="list-style-type: none"> <li>• describe weekly and annual times of worship in their religion, e.g.</li> <li>- use stories or discuss how different people value their time: time marked by birthdays, times of local importance, national days in class</li> <li>- discuss times of community prayer and worship and major religious festivals in their faiths represented in the class</li> <li>- discuss the idea of eternity in faiths represented in the class</li> </ul>	<ul style="list-style-type: none"> <li>• correctly identify which sacred books belong to which religion, e.g.</li> <li>- find 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</li> <li>- compare a verse about the same thing from each</li> <li>• participate in singing/reciting a religious song or hymn, e.g.</li> <li>- listen to/sing traditional or modern songs with different moods – joy, reverence, sadness</li> </ul>

TOPIC	GRADE 1	GRADE 2	GRADE 3
			<ul style="list-style-type: none"> <li>- describe simply how the mood is created by music</li> <li>- correctly identify which symbols belong to which religion, e.g. 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); explain what they mean</li> </ul>
<b>FESTIVALS</b>	<b>Sub-Topic:</b> Joyful celebrations: Advent and Christmas	<b>Sub-Topic:</b> Passover and Easter	<b>Sub-Topic:</b> African traditions and religion Palm Sunday and Holy Week
	<b>Learning Objectives</b> Learners will understand why Christmas/religious festivals have a special meaning	<b>Learning Objectives</b> Learners will understand Judeo-Christianity; understand the Easter message of sacrifice for others leading to the triumph or overcoming of obstacles	<b>Learning Objectives</b> Learners will appreciate the African context for religion in Namibia; understand through the example of Jesus that religious reformers often provoke existing authorities
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• respond to the Christmas story/religious festivals, e.g.</li> <li>- make an Advent calendar</li> <li>- listen to the Advent and Christmas story; draw; dramatise sing Christmas carols and</li> </ul>	<ul style="list-style-type: none"> <li>• retell the Passover or selected topic in their own words, e.g.</li> <li>- listen to the Exodus story; mime with improvised music/draw episodes, e.g. the crossing of the Sea of Reeds; the modern Jewish Passover</li> </ul>	<ul style="list-style-type: none"> <li>• explain three religious observances in an African tradition, e.g.</li> <li>- find out about African traditional ceremonies and/or festivals (Heroes Day, Samkhubis, offerings to</li> </ul>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<p>songs; make Christmas cards; discuss Christmas celebrations in their family or community</p> <ul style="list-style-type: none"> <li>- compare with other festivals, birthdays and other celebrations in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>• retell the Easter story e.g.</li> <li>- discuss ways people celebrate a victory or success</li> <li>- listen to an outline of the resurrection story and appearances of Jesus; why Jesus is called the Lamb of God</li> <li>- create art activities for Easter</li> </ul>	<p>ancestors, rainmaking)</p> <ul style="list-style-type: none"> <li>• retell the main events leading up to the condemnation of Jesus, e.g.</li> <li>- listen to the outline of events leading up to the arrest and condemnation of Jesus to be crucified</li> <li>- dramatise/draw episodes; discuss why religious leaders of the time wanted Jesus crucified</li> </ul>
<b>SOCIAL VALUES</b>	<b>Sub-Topic:</b> Living together: Interrelationships	<b>Sub-Topic:</b> Forgiveness and reconciliation	<b>Sub-Topic:</b> Democracy: making our own rules by majority decision, and following them
	<b>Learning Objectives</b> Learners will appreciate that positive values and actions bind us together	<b>Learning Objectives</b> Learners will appreciate the importance of forgiveness and reconciliation	<b>Learning Objectives</b> Learners will understand that agreed rules are a social contract
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• explain why caring is important for everybody, e.g.</li> <li>- demonstrate socially accepted ways to give or receive presents; discuss not accepting gifts from strangers</li> <li>- practise formal/informal greetings; hear/retell a story of greetings from a religious</li> </ul>	<ul style="list-style-type: none"> <li>• explain why forgiveness and reconciliation are important, e.g.</li> <li>- role-play everyday situations they experience where someone is wronged; try alternative solutions to resolve the conflict</li> <li>- compare the parables of the Unmerciful Servant and the Prodigal Son; describe the feelings</li> </ul>	<ul style="list-style-type: none"> <li>• explain why it is important for all involved to agree on rules, e.g.</li> <li>- role-play what happens when someone breaks a rule when playing a game</li> <li>- discuss occasions when a group/the class made a decision and the minority</li> </ul>



TOPIC	GRADE 1	GRADE 2	GRADE 3
	<p>tradition</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- discuss good causes which need gifts of money, clothes, food, to give to the needy; discuss what the learners can do to help</li> </ul>	<p>and wishes involved</p> <ul style="list-style-type: none"> <li>- recite/hear the Lord's Prayer, draw pictures to illustrate the section on forgiveness</li> </ul>	<p>agreed to respect it</p> <ul style="list-style-type: none"> <li>- ask parents/elders how conflicts are resolved in the community</li> </ul>
<b>RELIGION AND THE ENVIRONMENT</b>	<b>Sub-Topic:</b> The world around us: what there is around us	<b>Sub-Topic:</b> Where our food comes from; The beauty of nature	<b>Sub-Topic:</b> Trees in religious traditions
	<b>Learning Objectives</b> Learners will appreciate the natural and the man-made world	<b>Learning Objectives</b> Learners will understand our dependency on the environment	<b>Learning Objectives</b> Learners will understand that nature should be appreciated; appreciate that trees can have special meaning
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• explain the differences between man-made and natural features and state simply what they believe about creation, e.g.</li> <li>- observe the sky in different directions from a view point near the school; describe what they see</li> </ul>	<ul style="list-style-type: none"> <li>• give own reasons why we should care for the environment, e.g.</li> <li>- in groups list different types of staple food and where it comes from</li> <li>- outline the process from harvest or collection to table of at least one type of food</li> </ul>	<ul style="list-style-type: none"> <li>• retell a story to explain how trees have special meaning, e.g.</li> <li>- discuss ways in which trees are important and pleasant</li> <li>- listen to/retell an African story in which a tree is important (a creation story); a Bible story involving a tree, e.g. the tree</li> </ul>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> <li>- make a sequence of pictures for the classroom</li> <li>- identify what is man-made and what is not; discuss how the natural world came into being</li> <li>- listen to the biblical creation story and other creation stories and draw illustrations</li> </ul>	<ul style="list-style-type: none"> <li>- discuss harvest festivals/ sing/hear harvest hymns</li> <li>- compare different prayers said before meals; write a prayer for meal time</li> <li>• describe some of the beautiful things in nature, e.g.</li> <li>- in pairs, observe closely a small natural object (flower, leaf, shell, stone) and describe the colours, texture and shape</li> <li>- listen to the passage on the birds and lilies from the Sermon on the Mount</li> </ul>	<p>of knowledge; the tree of life; the tree Gautama sat under when he was enlightened; dramatise/draw one of the stories</p>
<b>PERSONAL VALUES</b>	<b>Sub-Topic:</b> Change, loss and growth; Being at peace with oneself; Turning point in life	<b>Sub-Topic:</b> Being at peace together	<b>Sub-Topic:</b> Friendship in everyday life
	<b>Learning Objectives</b> Learners will begin to value inner peace; appreciate that life is a process of change	<b>Learning Objectives</b> Learners will realise the value of peace-making	<b>Learning Objectives</b> Learners will understand that each party must contribute to friendship
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• recount/recall a time when they felt happy and satisfied, e.g.</li> <li>- rest quietly while listening to music or a story</li> </ul>	<ul style="list-style-type: none"> <li>• describe how they experience peace, e.g.</li> <li>- role-play and discuss everyday situations about resolving quarrels or fights</li> </ul>	<ul style="list-style-type: none"> <li>• explain how to be a good friend, e.g.</li> <li>- brainstorm together about good and bad types of friendship</li> </ul>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> <li>- discuss/draw situations where they feel happy, when they are quiet or alone</li> <li>- listen to stories about poverty, sickness and death, e.g. Gautama who became the Buddha</li> <li>- retell/dramatise/draw episodes from the stories</li> <li>- discuss turning points in their own lives</li> <li>- talk about/observe the growth of a plant seed or an insect, e.g. caterpillar, as it changes, and draw the stages of development</li> <li>- talk about the new life which they have seen; how plants and animals die, the difference to our lives when people die</li> <li>- discuss ways of supporting people at a time of mourning</li> <li>- discuss Christian beliefs about eternal life</li> <li>- perform drama or create art work about changes and death</li> </ul>	<ul style="list-style-type: none"> <li>- ask elders how peace was made after Independence</li> <li>- listen to Matthew 5:23-24, compare the passage with the Muslim practice of going to the mosque to pray</li> <li>- learn the Hebrew greeting, 'shalom' (meaning 'peace')</li> </ul>	<ul style="list-style-type: none"> <li>- role-play and discuss the story of Mary and Martha as different ways of being a friend</li> </ul>

TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>CHILDREN'S RIGHT AND RESPONSIBILITIES</b>	<b>Sub-Topic:</b> My basic rights and responsibilities	<b>Sub-Topic:</b> Rights and responsibilities in the home Rights and responsibilities at school	<b>Sub-Topic:</b> The right to say No: Training in assertiveness
	<b>Learning Objectives</b> Learners will understand basic children's rights	<b>Learning Objectives</b> Learners will understand that rights at home and at school involve responsibilities; understand that rights and responsibilities are important in the school environment	<b>Learning Objectives</b> Learners will demonstrate how to be assertive in threatening situations
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• explain their basic rights and responsibilities, e.g.</li> <li>- discuss the right to a name; family; nationalities; education; freedom from work</li> </ul>	<ul style="list-style-type: none"> <li>• describe what they can do to fulfil their responsibilities equitably at home, e.g.</li> <li>- in groups, mime and discuss things 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</li> <li>• describe what is acceptable behaviour in school and what is not, and give reason why, e.g.</li> <li>- role-play school situations contrasting learners abusing their rights by not being responsible, and learners living up to their rights by being responsible</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate how to be assertive in refusing negative touching, e.g.</li> <li>- mime animal characters being aggressive/submissive</li> <li>- role-play everyday situations of aggression/submission</li> <li>- replay, changing from submissive to assertive behaviour</li> <li>- discuss positive/ negative touching</li> <li>- role-play how to change from submissive to assertive behaviour in reacting to</li> </ul>

TOPIC	GRADE 1	GRADE 2	GRADE 3
		- discuss why corporal punishment in school is wrong according to the constitution	negative touching
<b>TOPIC OF OWN CHOICE</b>	<b>Learning Objectives</b> Learners will share different points of views	<b>Learning Objectives</b> Learners will share different points of views	<b>Learning Objectives</b> Learners will share different points of views
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• express their own views and relate to others' points of view about the topic, e.g.</li> <li>- choose topics together as relevant for the class</li> </ul>	<ul style="list-style-type: none"> <li>• express their own views and relate to others' points of view about the topic, e.g.</li> <li>- choose topics together as relevant for the class</li> </ul>	<ul style="list-style-type: none"> <li>• express their own views and relate to others' points of view about the topic, e.g.</li> <li>- choose topics together as relevant for the class</li> </ul>

## 9. Assessment

In order to capture the full range and levels of competence, a variety of continuous assessment situations is needed in Junior Primary to give a complete picture of the learner's progress and achievements. Continuous assessment (CA) must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice.

The competencies in the syllabus state the understandings and skills a learner must demonstrate, and which will be assessed. However, it is intended that the syllabus be learning-driven, not assessment-driven.

### 9.1 Purpose of Assessment

The purpose of CA is to elicit reliable and valid information of the learner's performance in the competencies. This information should be used to give feedback to the learners about their strengths and weaknesses, where they are doing well, and where and how they need to improve. Parents should be regularly informed via a formal school report about the progress of their learners. They should be encouraged to reward achievements and support their learners' education.

Continuous assessment also helps teachers improve their teaching and provide a better learning experience for learners. The focus should be seen as assessment *for* learning rather than assessment *of* learning. We assess to get a reliable profile of each learner's achievement of the competencies in order to inform further teaching/learning, conduct learning support and evaluate own teaching processes.

### 9.2 Types of Assessment

**Informal Assessment Methods:** The teacher must assess how well each learner masters the competencies described in the Religious and Moral Education syllabus and from this, gain a picture of the learner's progress. To a large extent, this can be done in an informal way through observation of each learner's progress in learning and practice situations while they are investigating, interpreting phenomena and data, applying knowledge, communicating, making value judgements, and in their participation in general.

This means observing a learner's performance for assessment purposes as we teach and record what we see. The teachers observe all the learners during the course of Religious and Moral Education lessons. They notice who is paying attention and who is not, who is able to work independently and who struggles when working on their own. By asking questions, they determine who has understood Religious and Moral Education concepts and who has not. By monitoring activities, they can note who can complete the task and apply religious knowledge, and who cannot. The learners' participation, involvement and contributions to group work are also observed.

**Formal Assessment Methods:** This involves setting up assessment situations such quizzes, short tests, oral tests and worksheets. Worksheets are very useful and can be presented either on the chalkboard or on paper. It is very important that teachers organise and plan in order to assess the learners and give marks which is then converted to ten (10).

The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in should be conducted within a part of a Religious and Moral Education period and should be viewed as a usual Religious and Moral Education activity.

### 10.3 Grade Descriptors

The learner's level of achievement in relation to the competencies in the Religious and Moral Education syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. In Grades 1 to 3, letter grades are related to percentages. The relation between the grades awarded and competencies is shown below.

Grade	% Range (Gr. 4-12)	Competency Descriptions
A	80%+	<b>Achieved competencies exceptionally well.</b> The learner is outstanding in all areas of competency.
B	70-79%	<b>Achieved competencies very well.</b> The learner's achievement lies substantially above average requirements and is highly proficient in most areas of competency.
C	60-69%	<b>Achieved competencies well.</b> The learner has mastered the competencies satisfactorily in unknown situations and contexts.
D	50-59%	<b>Achieved competencies satisfactorily.</b> The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	<b>Achieved the minimum number of competencies to be considered competent.</b> The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	<b>Ungraded.</b> The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

#### **9.4 Detailed Guidelines for Continuous Assessment** (*Details can be found in the Junior Primary National Policy Guide*)

Assessment must be part of the lesson planning and clear assessment criteria must be set. During lessons and while learners are carrying out normal classroom activities, the teacher conducts informal and formal continuous assessments for all the various competencies and skills in all the subjects. In the Junior Primary Phase, assessment is criterion-referenced. This means that, when points or letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies.

##### **9.4.1 Informal Continuous Assessment**

Informal Continuous Assessment is conducted through careful observation and written notes (see the example at 10.4.3). This means that, while learners are engaged in lesson activities, the teacher records on class list observations about achievements or difficulties. These notes or comments will guide future lesson planning, learning support requirements and how to allocate marks for Formal Continuous Assessment. It is not necessary to write a comment or note for every competency - a tick may be all that is needed to show that a learner has acquired a skill. However, written evidence is required when a learner is struggling and needs further support.

##### **9.4.2 Formal Continuous Assessment**

Formal Continuous Assessment is normally done after the conclusion of a theme or when a particular concept requires assessing before a new concept is introduced. Teachers may give several short written or oral tests or quizzes spread over the term. For these the teacher allocates marks according to the 6 point grading scale (see 10.4.3).

Of the many assessments conducted within the term only one formal assessment will be recorded. This assessment is to be done during normal classes. This means that NO Junior Primary learners in Grades 1 to 3 classes will have a "test week" or a "test time table" during which learners study for tests.

Formal assessments marks are recorded on the Continuous Assessment Record Forms. At the end of the term the marks for each subject are added in the "Total" column. The "Average" is the sum of the "Total" marks divided by the number of formal assessments given and the decimal fraction must be indicated, e.g. 3.2. The "Average" mark is then rounded and converted into a *Grade* as indicated in 10.3.



## 10. Glossary

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

**Affective** – relating to feelings and emotions

**Assertive** – making your will or presence felt

**Bar Mitzvah** – Jewish ceremony to mark adult status of boys

**Bat Mitzvah** – Jewish ceremony to mark adult status of girls

**Ceremony** – a formal activity in observation of an event

**Competencies** – measurable skills that are regarded as essential in order to perform a task or meet a standard

**Continuous assessment** – measurement of students' progress based on work they do within the classroom or tests/quizzes they take throughout the term or year, rather than on a single examination

**Cross-curricular issues** – matters concerning knowledge, skills, concepts and values that can be applied to more than one subject or area of learning

**Diversity** - ethnic variety, as well as socioeconomic and gender variety, in a group, society, or institution

**Ecumenical** – what is unifying between Christian denominations

**Ethical** – based on correct behavior

**Fasting** – going without food or drink, partially, selectively or entirely, for a time

**Globalisation** – worldwide integration and development as a result of improved technology and communication; sometimes results in loss of individual cultural identities

**Inclusivity** – the act of including everybody  
Integrated - a combination of parts or objects that work together well

**Judeo-Christianity** - concepts and values thought to be held in common between Judaism (the Jewish faith) and Christianity

**Learning standards** – written statements of what learners should know and be able to do as a result of their education at the end of a period of time, e.g. at the end of Lower Primary. They are also called “Content Standards”. Learning standards describe what teachers are supposed to teach and what learners are supposed to learn

**Mainstream schools** – schools that principally meet the needs of learners who do not have special educational needs. Any school which is not a special school

**Moral** – about the difference between good and bad, right and wrong

**Multi-cultural**– different cultures/involving various cultures

**Ramadan** – Muslim month of fasting between sunrise and sunset

**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 and usually not questioned

**School Readiness/Preparatory Programme** -

a programme devised for Grade 1 Namibian learners in recognition that many learners have not acquired school readiness before they start school. It is designed to help learners grasp those concepts and skills that are necessary for more formal learning

**Secular** – non-religious

**Submissive** – giving in, tending towards serving or obeying without questioning

**Symbol** – an object or image representing a deeper meaning

**Thematic links** - connections to similar ideas or topics in other subject areas



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