



Republic of Namibia

MINISTRY OF EDUCATION

JUNIOR PRIMARY PHASE: SYLLABUSES

SECTION 4

**ENVIRONMENTAL STUDIES
ARTS**

GRADES 1 - 3

ENGLISH VERSION

FOR IMPLEMENTATION 2015

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Section 4: (Environmental Studies and Arts)

ISBN: 978-99945-2-051-0
978-99945-2-054-1

Printed by NIED
Website: <http://www.nied.edu.na>

Publication date: 2014

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1. Introduction

This syllabus describes the intended learning and assessment for Environmental Studies (English version) in Grades 1 to 3 of the Junior Primary Phase. It integrates social and economic, health, safety and nutrition, and natural science themes. It is, therefore, within the 'social and economic', 'physical' and 'natural scientific' areas of learning but 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 would need 3 (Grade 1 and 2) and 5 (Grade 3) number of periods per week.

2. Rationale

Learning experiences in the social sphere help learners see and understand the relationships between people and between people and their environments. It deals with interaction within the social, civic, political, economic, cultural and natural environments. It helps learners to become responsible citizens through the development of essential knowledge, understanding, skills and attitudes, and builds the foundation for more complex themes of geography, history, life skills, agriculture and entrepreneurship to which learners are exposed in later grades.

The combination of developing positive values and attitudes towards health, safety and nutrition issues is of special relevance for the learners within the Junior Primary Phase. It is at this stage that learners acquire life-long skills, knowledge and attitudes concerning living a healthy life-style, making friends, controlling emotions, dealing with sickness, being assertive in potentially dangerous situations, changes in the body and learning how to keep safe. Many of these early themes are fundamental to the life skills programme offered in upper primary and beyond.

Learning experiences in the natural scientific sphere aim to increase learners' knowledge and understanding of the physical and biological world of which they are part. This includes understanding how people use the natural environment to satisfy human needs, how to care for the environment, and how the environment may be changed in ecologically sustainable ways. Critical thinking, investigating phenomena, interpreting data, and applying to experimental skills are essential to understanding the value and limitations of natural scientific knowledge and methods, and their application to daily life. Again, acquisition of skills, understandings and attitudes at this early stage is essential for later learning.

3. Aims

The aims of Environmental Studies are to:

- develop a lively, questioning, appreciative and creative intellect, enabling learners to discuss issues rationally, to make careful observation and analysis, to experiment, to think scientifically, solve problems, and apply themselves to tasks;
- help learners develop self-confidence, self-knowledge, self-reliance and understanding of the world in which they live;
- enable learners to obtain the knowledge and understanding, skills and competencies, and attitudes and values needed for their personal development, related to the changes in Namibian society;
- develop attitudes and practices and further knowledge and activities which promote physical and mental health;
- promote democratic principles at school level in the educational system, and in civil life;
- develop the learners' social responsibility towards other individuals, family life, the community and the nation as a whole;
- promote equality of opportunity for males and females, enabling both sexes to participate equally and

- fully in all spheres of society and all fields of employment;
- promote positive attitudes towards the challenges of co-operation, work and entrepreneurship;
- develop understanding of the dynamic interdependence of living and non-living things and the environment;
- promote the learner's involvement in practical activities to preserve and sustain the natural environment

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 to 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.

The Junior Primary Phase promotes equal opportunity for males and females, enabling both to participate equally. Teachers should know and understand how to treat learners equally, and all materials should support gender fairness.

Including gender perspectives is important in all social themes in order to raise awareness of gender stereotyping, how limitations are set on gender equity, and how to promote gender equity in all spheres of life. In science activities related to studying the natural environment, it is particularly important for both girls and boys to feel confident from the start in order to provide motivation to continue in natural science throughout their school career and beyond.

5. Links to Other Subjects and Cross-curricular Issues

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

Most of the cross-curricular issues mentioned are already presented as topics or themes in the Environmental Studies syllabus. 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:

Population Education	EHRD	ICT	HIV and AIDS
Grades 3 Infrastructure: Compare traditional homesteads and shelters with modern buildings (and where they can be found)	Grades 1-3 Caring for oneself in dangerous situations: Describe yes/no forms of contact and the right to say 'no'	Grades 2 Communication: Describe means of communication in the community	Grades 1-3 Describe how to behave towards people with HIV and AIDS

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 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 teach Environmental Studies content explicitly; when it is appropriate 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 Environmental Studies must, therefore, be organised and focussed. Co-operative and collaborative learning should be encouraged wherever possible. Project work in groups can be used frequently as the learners develop social skills. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance. There are many opportunities for integration of subject areas. For example, learners can

use their writing, mathematics and arts skills to show understanding of the Environmental Studies competencies.

The natural environment section of this syllabus has a strong focus on acquiring knowledge, skills and attitudes through an inquiry approach. Children are naturally curious about their world and should be given many opportunities to ask questions, make predictions and observations, and test their theories about the living and non-living world. Such activities do not require specialised equipment: everyday objects and materials from the local environment are much more suitable for junior primary teaching. Hands-on activities stimulate exploratory talk among learners. This assists in developing and practising the language needed for understanding. Health, safety and nutrition, and the social environment components need more discursive language and time should be spent assisting learners in being able to express what they think. Inviting local authorities and experts to the classroom adds interest and authenticity to lessons. Visiting local environments to find water resources, animals and plants, and local industries provides a rich learning setting that cannot be replicated in the classroom. Teachers are encouraged to use their local environment as a valuable learning resource.

7. End of phase competencies

On entry to Grade 1 in the Junior Primary Phase, all learners are expected to be socially, emotionally, cognitively and physically ready to begin formal learning. The first five weeks of Grade 1 should be dedicated to school readiness activities.

On completing Grade 3 Environmental Studies in the Lower Primary Phase, learners are expected to be able to demonstrate the following competencies:

The Natural Environment

Learners describe basic structures, functions and life cycles of plants and animals in their immediate environment. They explain the importance of clean water resources, and describe the effects of water pollution and how to prevent it. They describe and demonstrate how to care for their environment.

They describe the properties of solids, liquids and gases. They make observations of weather conditions and how weather affects themselves, their wellness, and their social and natural environment. They describe types of energy, their use in everyday situations and simple ways to save energy. They explain why the Sun is important and describe features in the day and night sky during different seasons.

They generate simple questions and make predictions when investigating, and plan and collaboratively conduct a simple investigation. They use some standard units of measurement and record data using simple graphs and tables. They inform others about investigations and suggest reasonable explanations.

Health, Safety and Nutrition

Learners explain the importance of living a healthy lifestyle, explain how to store and prepare food correctly, and describe a healthy diet.

They practise personal hygiene and describe emotions and changes in the body.

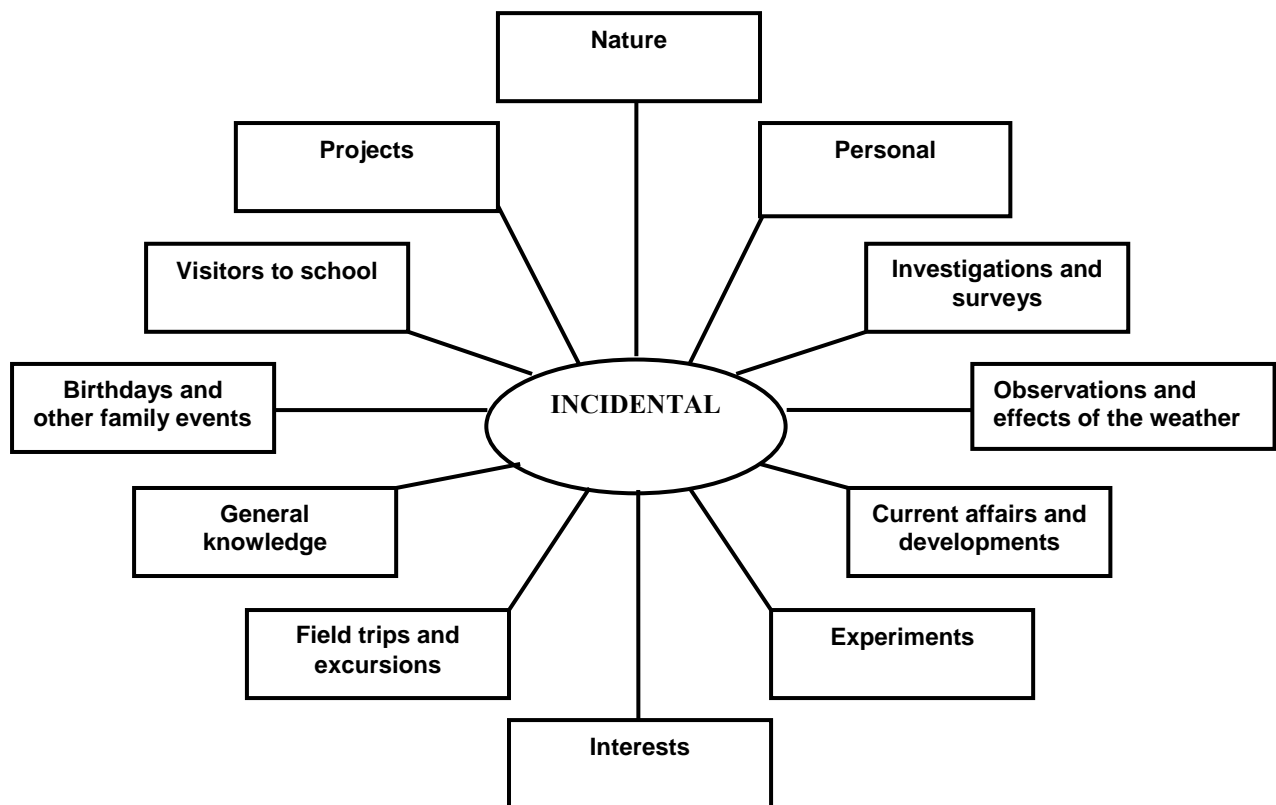
They explain how to care for themselves and for others, and demonstrate how to be a good friend. They identify how to keep safe in potentially dangerous situations and how to be assertive. They describe safe traffic practices of pedestrians, passengers in cars and cyclists.

The Social Environment

Learners interact positively within their social and cultural environment. They describe social services provided in their community, the features of the Namibian flag and coat of arms, and explain the significance of important national, cultural and religious celebrations. They explain the differences between traditional and political leaders.

They describe differences in housing, communication and transport within their region and describe some occupations and industries in their region. They identify some of Namibia's natural resources and take part in entrepreneurial activities.

The themes of The Social Environment, Health, Safety and Nutrition, and The Natural Environment are not to be seen as separate compartments and topics should be taught across all three. In addition, teachers should note that there are certain aspects that should be taught as separate entities and at fixed times during the school year. These aspects may be grouped under the topic 'Incidental' as represented in the following diagram and should be taught at appropriate times of the year or as interest arises more spontaneously:



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* (NIED 2011) and the *Integrated Planning Manual Grade 1* (NIED 2010).

THEME: THE SOCIAL ENVIRONMENT			
TOPICS	GRADE 1	GRADE 2	GRADE 3
Families and communities	Learning Objective Learners will understand the importance of being part of families and communities		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • Describe good family relationships, e.g. <ul style="list-style-type: none"> - draw family members, role-play good family relationships; discuss what makes a good family life - identify their rights and responsibilities, e.g. their rights to be loved and educated, their responsibilities to attend school and learn to the best of their ability - discuss the rights and responsibility of their family members • state relevant information about school, e.g. <ul style="list-style-type: none"> - name their school, principal, class teacher and class mates 	<ul style="list-style-type: none"> • describe members of the family and why it is important to be a member of a family, e.g. <ul style="list-style-type: none"> - draw and describe their family members and write their names - discuss the difference between immediate and extended families in different Namibian cultures - draw family trees showing their own place, and that of other family members, in the immediate and extended family - discuss why being in a family is important, e.g. sense of belonging • state relevant information about school, e.g. <ul style="list-style-type: none"> - name their school, principal, class teacher and class mates 	<ul style="list-style-type: none"> • describe how the roles of family members complement/support each other, e.g. <ul style="list-style-type: none"> - describe the roles of the family members - dramatise and discuss what each person does at home; how work can be shared; what they can contribute - discuss fostering and adoption as ways of including orphans in a family group + vulnerable children • state relevant information about school, e.g. <ul style="list-style-type: none"> - name their school and why it has that name, name principal, class teacher and other staff, class mates, and chairperson of board

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • name health care providers in the home and community and explain their roles, e.g. - identify who provides health care in the family, e.g. mom, dad, sister, nanny - describe the care, e.g. take temperature, give medicine etc - identify who provide health care in the community, e.g. doctors/nurses clinics, hospitals - role-play visits to health institutions 	<ul style="list-style-type: none"> • describe main social activities in the community, e.g. - discuss and draw web diagrams of formal and informal groups to which they belong, e.g. friends and play mates; church groups; groups or clubs to which parents and older brothers and sisters belong - dramatise some social activities 	<ul style="list-style-type: none"> • describe various public services provided, e.g. - visit the local municipality (or invite a member) and find out what services exist, e. g. (police, clinic, hospital, security, water, power, ministries) and find out what services they provide - write and deliver a simple report about the visit - write a simple, friendly letter to some of the local services thanking them for their time - make a simple map of the community and locate these services - visit local support groups (HIV/AIDS) and find out what support they provide
Family culture, national culture, and historical events and people	Learning objectives Learners will understand how family culture, national culture and historical events and people influence Namibians		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • describe own family customs and ceremonies, e.g. - discuss customs and ceremonies in which the family participates - discuss what to wear (dress code) to special ceremonies - ask invited guests (e.g. parents) about different dress attires 	<ul style="list-style-type: none"> • describe customs and cultural expression in the local community, e.g. - discuss what special days, events and ceremonies are celebrated and how (dress, music and ways of behaving) - create art works and dramatise 	<ul style="list-style-type: none"> • describe traditions of different cultures in Namibia, e.g. - share information about cultural traditions represented in the class - ask community members about traditions and find information about cultural traditions in Namibia - learn songs from different cultures

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • describe the design and colours of the Namibian flag, e.g. - draw and colour the flag and discuss where it is flown in the local community - discuss the colours and symbols - participate in occasions where the flag is hoisted <ul style="list-style-type: none"> • explain why Independence Day is an important day in Namibia's history, e.g. - discuss why this day is an important day in Namibia's history and how we celebrate it - sing the national anthem with others, showing correct behaviour and pronunciation of words. discuss when and why it is sung • identify the name of the 	<p>these events</p> <ul style="list-style-type: none"> - create a drama/dance using different traditional dress • explain the meaning of the colours and images of the national flag, e.g. - find out the intended meaning of the colours and images; make a collage and write the word for each symbol - discuss what happens when a dignitary visits; who is shown on TV, talked about on the radio or pictured in newspapers at official openings; opening of parliament; Independence Day and other national ceremonies - participate in occasions where the flag is hoisted <ul style="list-style-type: none"> • explain why Independence Day, Cassinga Day and Africa Day are important days in Namibia's history, e.g. - discuss each day as it occurs and identify its significance - sing the national anthem with others, showing correct behaviour and pronunciation of words <ul style="list-style-type: none"> • identify local, traditional and national leaders, 	<p>participate in a drama/dance day wearing traditional dress</p> <ul style="list-style-type: none"> • explain the meaning of the symbols on the Namibian Coat of Arms, e.g. - discuss the fish eagle, oryx and welwitschia; improvise and mime stories about them using simple masks - discuss why they are on the Coat of Arms and what they represent - participate in occasions where the flag is hoisted <ul style="list-style-type: none"> • distinguish between religious and non-religious holidays, e.g. - discuss what public holidays are, for whom they are important, and what people do on public holidays - list religious and non-religious holidays - sing the national anthem with others, showing respect, correct behaviour, and correct pronunciation of words • explain the functions of

TOPICS	GRADE 1	GRADE 2	GRADE 3
	president, e.g. - describe/role-play what it must be like to be President and lead our country	and how and why they are honoured, e.g. - find out the names of the leaders and the position they hold, e.g. president and local leader - discuss how to show respect and courteous behaviour towards leaders - discuss what these leaders have contributed in order for them to be honoured	local, traditional and national leaders, e.g. - discuss the difference between traditional and national leaders, e.g. how they are chosen and their roles - invite local leaders to explain what they do, e.g. councillors, headman etc
Infrastructure and means of communication	Learning Objective Learners will identify different infrastructure and means of communication within the community and region		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • describe their house and furniture, e.g. - discuss what houses look like; building materials used; draw their houses - identify similarities and differences between various houses - discuss different rooms in the house 	<ul style="list-style-type: none"> • describe and name building materials used in the local environment, e.g. - collect and make group exhibitions with labels of samples of materials used to build homes and other buildings - discuss how the same materials can be used to create different forms and structures - discuss types of furniture in different rooms 	<ul style="list-style-type: none"> • compare traditional homesteads and shelters to modern buildings, e.g. - construct models/draw/create art forms of traditional homesteads, shelters and modern houses - compare by discussing similarities and differences between traditional and modern houses - discuss functions of different rooms in different houses

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • describe their family’s means of transport, e.g. <ul style="list-style-type: none"> - discuss and draw own means of transport to and from school - discuss and draw all types of transport seen in the local environment • describe their family’s means of communication, e.g. <ul style="list-style-type: none"> - discuss various means of spreading news and of communication, e.g. cell phone, telephone, radio, television and newspaper (local media) - practise and demonstrate the correct use of the telephone and cell phone 	<ul style="list-style-type: none"> • describe types of public transport in the community, e.g. <ul style="list-style-type: none"> - discuss the need and important of public transport - make a pictograph showing numbers and types of transport • describe means of communication in the community, e.g. <ul style="list-style-type: none"> - discuss and draw all forms of communication used in the local community, e.g. phones, cell phones, newspapers, billboards, advertisements, email, etc - discuss communication methods used in the past, writing letters, messengers, smoke, by foot, dove or horse - dramatise reading a news bulletin on TV 	<ul style="list-style-type: none"> • describe transport in the region, e.g. <ul style="list-style-type: none"> - discuss different types of transport, e.g. land, water, air - find out types of transport used in the region - discuss the role of public transport • describe means of communication in the region, e.g. <ul style="list-style-type: none"> - discuss the purpose of different sorts of communication: spee in the region signs, kilometre signage, animal warning signs on roads, internet, email, mobile phones, national newspapers, road blocks, billboards, etc - discuss the importance of emergency numbers, e.g. fire brigade, police, hospital, MVA, etc
Trading , earning, spending and saving	<p>Learning Objective Learners will understand the importance of trading, and earning, spending and saving money</p>		
	<p>Competencies Learners should be able to:</p>	<p>Competencies Learners should be able to:</p>	<p>Competencies Learners should be able to:</p>
	<ul style="list-style-type: none"> • describe the occupations of their family members and explain why a family needs money and savings, e.g. <ul style="list-style-type: none"> - make a class list of occupations of family members (including housekeepers, gardeners, etc) - discuss the purpose of earning 	<ul style="list-style-type: none"> • describe the occupations of traders in the local community, e.g. shopkeepers, craftspeople, street sellers <ul style="list-style-type: none"> - discuss traditional and modern ways of trading and selling and the role of shopkeeper/customer, e.g. - discuss why people go to shops 	<ul style="list-style-type: none"> • describe main occupations in the region and why they are needed, e.g. <ul style="list-style-type: none"> - list and compare occupations in urban and rural settings (e.g. craft products; income-generating activities) - visit a factory and find out what

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<p>money for the family</p> <ul style="list-style-type: none"> • participate in trading and buying and selling activities, e.g. - describe items that could be exchanged to earn money, (e.g. bottles, metal) and things they can make to sell - practise buying through role-play, e.g. playing 'shops' using real/plastic money or stones/counters etc - identify that we save money to buy the things we need and want - practise saving, e.g. save money/stones/bottle tops in a jar 	<p>and markets</p> <ul style="list-style-type: none"> - visit a local shop or market and compare how buying/selling or trading is conducted talk with local shopkeepers/stallholders and ask about what they do, what they sell, who buys their goods and why their job is important - role-play buying and selling - prepare a class fundraising project <ul style="list-style-type: none"> • participate in trading and buying and selling activities, e.g. - make a list of 'needs' and 'wants' and identify the difference between the 'need' and 'wants' - identify things we 'need' to buy and things we 'want' to buy - discuss how we have to make choices about what we buy; we cannot always buy what we 'want' - practise buying through role-play, e.g. playing 'shops' using real/plastic money or stones/counters etc - discuss the need to save money in order to buy things we need and want practise saving money 	<p>and why these products are made</p> <ul style="list-style-type: none"> - visit a hand craft centre and list crafts practised in the area describe the craft products and give reasons why they are produced - discuss how different jobs complement each other <ul style="list-style-type: none"> • participate in trading and buying and selling activities, e.g. - describe things we 'need' to buy and things we 'want' to buy - demonstrate how to make choices about what we buy, e.g. I have N\$10. Will I buy a cake or a toy? Why? - raise funds through class projects - organise and participate in a 'market day' at school - discuss the need to save money in order to buy things we need and want - discuss how to save money using banks

THEME: HEALTH, SAFETY AND NUTRITION			
TOPICS	GRADE 1	GRADE 2	GRADE 3
A healthy and safe lifestyle	Learning Objective Learners will understand the importance of a healthy and safe lifestyle		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • explain why personal hygiene, exercise and rest are important, e.g. - discuss the importance of regular exercise and rest/sleep for good health - discuss and practise daily routines to keep hair, skin, nails, ears, nose, eyes, hands, teeth and feet clean - discuss the need to wash hands before and after tending to simple skin wounds - practise tending to wounds - discuss how and where to get help if unsure or if the wound is serious • describe what contact is safe with people with HIV and AIDS and what must be avoided, e.g. - discuss fear of contact and how to overcome it; the importance of caring and safe physical contact 	<ul style="list-style-type: none"> • explain why personal hygiene, exercise and rest are important, e.g. - make a list of exercise done each week and the need for regular exercise - discuss the need for at least eight (8) hours sleep each night - discuss why we should wash/bathe regularly; where we should and should not bathe and why; write a simple opinion - discuss and write a poem about the importance of wearing clean clothes • describe what contact is safe with people with HIV and AIDS, what must be avoided and how to behave towards people with HIV and AIDS, e.g. - discuss fear of contact and how to overcome it; the importance of caring and safe physical contact 	<ul style="list-style-type: none"> • describe the signs and symptoms of the most common infectious diseases in their environment and how to prevent them, e.g. - discuss and conduct a class survey of what illnesses the learners have had - identify and list the most common infectious diseases, their symptoms and how they spread - create a chart; dramatise how to stop diseases spreading, e.g. sneezing or coughing into a handkerchief, staying at home if sick, etc • describe how to behave towards people infected with HIV and AIDS, e.g. - discuss the need for extra care and love for those who have HIV and AIDS - discuss how we can interact closely without becoming infected - discuss how HIV and AIDS is different from any other infectious

TOPICS	GRADE 1	GRADE 2	GRADE 3
			<p>disease, e.g. breaks down our immune system so we become ill more easily</p> <ul style="list-style-type: none"> - use informational texts, internet, etc to find out about the immune system, and give a very simple explanation, e.g. good germs in our body fight bad germs so we don't get seriously ill - ask a visiting health professional questions about HIV and AIDS
Parts of the body, changes and emotions, and senses	Learning Objective Learners will identify parts of the body, changes in the body, emotions and senses		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • distinguish between parts of the body and their functions, e.g. - name and describe the different body parts and activities the body can perform, e.g. walk, sit, stretch, balance, etc • identify and name the five sense organs and their functions, e.g. - discuss the five senses and match each organ with its function - identify different foods by taste, touch and smell while blindfolded 	<ul style="list-style-type: none"> • identify factors affecting growth and development, e.g. - discuss the need for healthy food, exercise, rest - describe changes in appearance since birth - describe differences and similarities in people's bodies and characteristics that can change (height) and cannot change (skin/eye colour) • identify the sense organs and describe how to take care of the nose, ears, eyes and mouth, skin e.g. - play games to highlight the importance of sight, hearing, touch, smell and taste 	<ul style="list-style-type: none"> • distinguish between 'private' and 'non-private' body parts, e.g. - discuss body appearance - discuss body parts and the importance of keeping some parts 'private' • identify internal organs of the body and their functions, e.g. - use pictures/charts to examine the skeleton, location of the heart, lungs and other organs

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • describe various feelings and emotions and how they can change, e.g. - identify expressions of emotion in themselves and others - give reasons how/why moods can change 	<ul style="list-style-type: none"> - discuss how to protect the sense organs, e.g. clean ears, wear sunscreen • identify 'good' emotions and 'bad' emotions, e.g. - recognise how to identify emotions and stop and think before acting 	<ul style="list-style-type: none"> • describe how to control emotions, e.g. - identify emotions and stop and think before making a decision - identify from whom to seek help - discuss strategies to cope when you are sad or angry
Friendship	Learning Objective Learners will understand the importance of friendship		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • show how to be a good friend, e.g. - discuss who their friends are and why friends are important - discuss and draw how to take care of friends, look out for them and help them - discuss what 'bullying' is what you can do about it 	<ul style="list-style-type: none"> • describe how to make friends, e.g. - role-play how to make and maintain friendships - discuss ways to show care and concern, respond to distress and ways to decide if a person needs help - discuss and role-play bullying behaviour and what you can do about it if you or a friend is being bullied - discuss how 'bullying' makes you feel 	<ul style="list-style-type: none"> • describe the attributes of a good friend and how to be a good friend to others, e.g. - conduct a survey: 'what makes a good friend' and make a pictograph - discuss how to help friends - discuss 'good' and 'bad' secrets - identify types and effects of bullying - identify people who can help if you or a friend is being bullied
Taking care in potentially dangerous situations	Learning Objective Learners will understand how to take care of themselves in potentially dangerous situations		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • identify and describe how to stay safe in the home, school and immediate environment, e.g. - discuss how to play safely in the sun, and minimise harm and injury in the playground - identify objects in the home that may be dangerous, e.g. knives, medicines, etc • demonstrate how to say 'no' in an uncomfortable, potentially harmful situation, e.g. - describe yes/no forms of contact and discuss what forms of 'touching' are acceptable and unacceptable - role-play situations and practise saying 'no' loudly and firmly - identify people in the family and community who can help 	<ul style="list-style-type: none"> • identify and describe safety measures in the home, school and immediate environment, e.g. - discuss how to play safely in water and in the sun and how to help if others are in danger - Identify people who can help if they are in danger • demonstrate how to say 'no' in an uncomfortable, potentially harmful situation, e.g. - describe yes/no forms of contact and discuss what forms of 'touching' are acceptable and unacceptable - role-play situations and practise saying 'no' loudly and firmly - identify people in the family and community who can help 	<ul style="list-style-type: none"> • identify and describe safety measures in the home, school and immediate environment, e.g. - discuss how to play safely in water and in the sun and how to help if others are in danger - Identify people who can help if they are in danger • demonstrate how to say 'no' in an uncomfortable, potentially harmful situation, e.g. - describe yes/no forms of contact and discuss what forms of 'touching' are acceptable and unacceptable - role-play situations and practise saying 'no' loudly and firmly - identify people in the family and community who can help
Healthy food and eating habits	Learning Objective Learners will understand that healthy food and eating habits are necessary for growth and health		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • describe healthy food which should be eaten regularly, and healthy eating habits, e.g. 	<ul style="list-style-type: none"> • explain how to handle food hygienically and why hygiene is necessary, e.g. 	<ul style="list-style-type: none"> • explain the correct storage and preparation methods of food and why these are important, e.g.

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> - discuss and draw healthy food and a balanced diet, and unhealthy food - discuss the need for healthy foods and good eating habits to ensure growth and good health - identify locally available food 	<ul style="list-style-type: none"> - identify local food and their sources - find out what food can be found naturally or is locally produced, and classify according to source - bring fruit, vegetables and edible roots (if available) and demonstrate how to wash and peel them - identify which can be eaten raw when washed and/or peeled, and which must be cooked - discuss how and why boys and girls can help prepare food at home - make displays with drawings, packaging labels and samples of different foods 	<ul style="list-style-type: none"> - find out, draw and label what food is gathered and/or produced in different parts of Namibia - discuss how different regions supply food to other regions - find out different ways in which food is stored at home and in the local environment (homes, farms, shops)
Traffic safety	Learning Objective Learners will understand the importance of traffic safety		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • 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, e.g. - draw and describe road signs - discuss how pedestrians/cyclists should behave in traffic; identify danger spots in the local environment practise good pedestrian/cycling behaviour 	<ul style="list-style-type: none"> • describe how one should behave in traffic as a pedestrian and as a passenger in a vehicle, e.g. - observe and tell about good and bad traffic behaviour in the community - role-play how to behave safely in traffic - create art works of good traffic behaviour 	<ul style="list-style-type: none"> • explain road safety and traffic rules for cyclists, e.g. - draw and label the most important road signs for cyclists - practise hand signals cyclists must show, hand signals traffic officers give and correct response - give a talk/write a description of basic traffic rules for cyclists
	<ul style="list-style-type: none"> - describe route to school and identify potential traffic dangers 		<ul style="list-style-type: none"> - invite a traffic officer to visit, ask and answer questions about road safety and cyclists

THEME: THE NATURAL ENVIRONMENT			
TOPICS	GRADE 1	GRADE 2	GRADE 3
Plants as living things	Learning Objective Learners will understand that plants in their environment are living things and have a life cycle (Heredity and Evolution)		
	Competencies Learners should be able to: <ul style="list-style-type: none"> • describe plants as living things that need air, water and sunlight to survive, e.g. - place seedlings under different conditions: some without water; some without sunlight and observe growth of plants - observe trees, bushes and grasses in the local environment and discuss their need for air, water and sunlight • describe/draw how seeds germinate, e.g. - plant different types of seeds in jars and observe how the seeds sprout - write a simple procedure to show how to plant a seed • identify, name and give the main parts of trees, bushes and grass from their own environment, e.g. - collect leaves, bark, seeds and roots, and compare and label 	Competencies Learners should be able to: <ul style="list-style-type: none"> • demonstrate how the roots of plants absorb water and demonstrate the impact of sunlight on the leaves, e.g. - place plant cuttings into different coloured water and observe - place seedlings under different sunlight conditions (e.g. in cupboard; in open light) and observe colour change in leaves • describe/draw how seeds germinate, e.g. - sow seeds, observe and draw germination, and discuss similarities and differences • identify local plants by their leaves and seeds, e.g. - collect and compare leaves and seeds, and classify them by size, shape and colour 	Competencies Learners should be able to: <ul style="list-style-type: none"> • describe the effects of light and water on the growth of plants, e.g. - conduct simple experiments to show how light and water affect plant growth • describe the life cycle of flowering plants as they grow from seeds, to maturation to producing new seeds, e.g. - describe how plants grow from cuttings by planting a cutting and observing and recording weekly growth using a graph • identify different types of trees in their environment using observable features, e.g. - collect samples of leaves, flowers, seeds and bark from a

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<p>them</p> <ul style="list-style-type: none"> - write a poem about trees, leaves, seeds <ul style="list-style-type: none"> • name and identify poisonous plants in the local environment - find examples of poisonous and non-poisonous plants - discuss why poisonous plants should be avoided 	<ul style="list-style-type: none"> - match plants to their seeds and leaves - use seeds or leaves to make a collage <ul style="list-style-type: none"> • identify different parts of plants that are used for food, e.g. - classify plants according to edible parts, e.g. roots, leaves, fruits, stems - identify and give examples of parts of plants used for food 	<p>variety plants and trees</p> <ul style="list-style-type: none"> - draw plants and trees, and mount and label the samples - identify Namibian's national plant, the <i>welwitschia mirabilis</i>, and explain why it is special <ul style="list-style-type: none"> • identify plants that can be used as medicine, e.g. - list plants and their uses, e.g. aloe vera – antioxidant; heals wounds - make art 'rubblings' of parts of plants used as medicine - classify poisonous and non-poisonous plants • identify how seeds from specific Namibian plants are spread, e.g. - collect seeds/pods and discuss how they are spread, e.g. grasses, camelthorn tree - use seeds/pods for decorations; make a picture showing actual seeds and how they are dispersed (Grade 4?)
Animals as living things	<p>Learning Objective Learners will understand that animals are living things that have different characteristics, habitats and feeding habits (Heredity and Evolution)</p>		
	<p>Competencies Learners should be able to:</p>	<p>Competencies Learners should be able to:</p>	<p>Competencies Learners should be able to:</p>
	<ul style="list-style-type: none"> • describe animals (including humans) as living things that need food, water and shelter to 	<ul style="list-style-type: none"> • describe the different ways that animals (including humans) obtain water and food, e.g. 	<ul style="list-style-type: none"> • describe the structures that animals (including humans) use to move around, e.g.

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<p>survive, e.g.</p> <ul style="list-style-type: none"> - discuss basic needs and what happens when they are not met <ul style="list-style-type: none"> • identify physical features and feeding habits of domestic animals, e.g. <ul style="list-style-type: none"> - observe domestic animals and discover what they eat and drink, and where they sleep/rest - describe differences between domestic and wild animals - discuss/tell stories and create art/drama showing domestic and wild animals 	<ul style="list-style-type: none"> - discuss ways of obtaining food and water - classify animals and humans according to how they obtain water and food <ul style="list-style-type: none"> • identify food and other products from domestic animals such as pigs, goats, sheep and cattle, e.g. <ul style="list-style-type: none"> - visit a local butchery and identify different types of meats from domestic animals - ask questions of the butchery owners and write a simple factual description of food and food products - find out the feeding habits of domestic animals 	<ul style="list-style-type: none"> - identify various movements, e.g. walk, fly, crawl, swim, etc <ul style="list-style-type: none"> • distinguish between the basic physical features, habitats and feeding habits of a variety of wild animals and their place in the food chain, e.g. <ul style="list-style-type: none"> - observe, draw and describe insects and birds: appearance, habitat, feeding habits and enemies - draw or paste pictures of the food chain showing the relationship between wild animals, their predators and prey - use visual material, other texts and information from interviews with authorities to gather facts about wild animals such as reptiles, dangerous snakes, water birds, seawater and freshwater fish, the fish eagle and oryx <ul style="list-style-type: none"> • identify how and why wild animal conservation is carried out in Namibia, e.g. <ul style="list-style-type: none"> - find out which animals need to be protected and why

TOPICS	GRADE 1	GRADE 2	GRADE 3
		<ul style="list-style-type: none"> • describe the life cycles of animals that grow but do not change form (metamorphose), e.g. mammals like humans, domestic, farm and wild animals - collect pictures of babies, children, adults and elderly people. - discuss differences in size, weight and shape/length of limbs/hands/feet and facial features - use baby photographs of learners to discover how learners have changed (NB learners do not need to learn the term 'metamorphose') 	<ul style="list-style-type: none"> • describe the changes in animals as they undergo major physical changes (metamorphosis), e.g. - collect information with pictures or photos of how a butterfly changes from a larvae to an insect - write a description of the changes - create a chart with pictures <p>(NB learners do not need to learn the term 'metamorphosis')</p>
Water – its uses, conservation and pollution	Learning Objective Learners will understand the importance of water, its uses, conservation and preventing water pollution (Science and Technology in Society)		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • explain why we need water and the importance of clean water, e.g. - discuss why we need water and why only clean water should be drunk 	<ul style="list-style-type: none"> • explain how and why water should be saved and stored in the environment and home, e.g. - ask parents how water is stored in the home and write a simple procedure - identify various ways to store water in the environment, e.g. dam, tank - conduct a drawing competition 	<ul style="list-style-type: none"> • identify and explain modern and traditional methods of purifying water, e.g. - invite a Namwater official to explain water purification process or if possible visit a purification site

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • identify local water sources and the uses of clean water, e.g. - visit some local water sources and ask authorities if the water is clean or not; write a recount of the visit; give simple statements to show an opinion about how clean the water is - describe and create art to show how clean water is used • identify some basic causes of water pollution and simple prevention, e.g. - visit a water source and identify sources of pollution - make a simple pictograph showing the types of pollution found - discuss simple ways to prevent pollution (e.g. wash at home, not in river) and construct a class chart - role-play how to stop people polluting the water 	<ul style="list-style-type: none"> - (individual/group) showing how to save water - discuss why water is becoming scarce and why we should not waste it • identify local water sources and the uses of clean water, e.g. - visit some local water sources and discuss how they are used, e.g. oshanas are naturally occurring sources and used for fishing/washing; water is stored in dams for drinking; rivers are natural and used for drinking, washing • identify how rubbish pollutes water sources and how to prevent it, e.g. - find out how rubbish is disposed of at home - visit a local water source and find out whether it is polluted or not by household rubbish - make a list of ways to dispose of household rubbish rather than dumping in rivers 	<ul style="list-style-type: none"> • locate where water is found in the environment, e.g. - investigate where water is found in the environment, e.g. boreholes, dams, rivers, wells, fountains, etc • describe sources of pollution by industry and explain how to prevent it, e.g. - discuss how factories should dispose of their chemicals and waste - create 'prevention posters' and display - write a letter to a local factory asking how they dispose of their waste
Caring for the environment	<p>Learning Objective Learners will understand the importance of caring for our environment and keeping it clean (Science and Technology in Society)</p>		
	<p>Competencies Learners should be able to:</p>	<p>Competencies Learners should be able to:</p>	<p>Competencies Learners should be able to:</p>

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> explain and demonstrate the importance of cleaning and caring for the environment, e.g. - participate in clean-up activities of the school environment - discuss why a clean and tidy school is necessary; take turns to tidy the classroom 	<ul style="list-style-type: none"> explain and demonstrate the importance of cleaning and caring for the environment, e.g. - participate in clean-up activities in the community/school environment - write a poem about caring for the environment 	<ul style="list-style-type: none"> explain and demonstrate the importance of cleaning and caring for the environment, e.g. - participate in clean-up activities in the community/school environment - write a short report about cleaning up the school
Properties and uses of materials	Learning Objective Learners will understand that materials have different properties and uses (Properties of Matter)		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> identify and describe objects that can sink and float in water, e.g. - experiment with objects to discover if they float or sink - classify objects that can sink or float 	<ul style="list-style-type: none"> describe simple differences in the physical properties of solids and liquids, e.g. - pour liquids into different containers to show how they take the shape of the container; solids like building blocks, pencils, etc maintain their own shape - demonstrate how some solids (clay) can be moulded to fit a container or certain shape but cannot be poured and are not liquids - demonstrate how some solids (rice) can be poured but are not liquids 	<ul style="list-style-type: none"> describe simple differences in the physical properties of solids, liquids and gases, e.g. - experiment with water by cooling and heating so it becomes a solid (ice) and a gas (steam) - write a procedure to show how to freeze or heat water
Weather, seasons and the environment	Learning Objective Learners will understand how the weather affects our environment (Energy in the Earth's Systems)		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • describe seasonal changes and daily weather conditions, e.g. - observe the weather regularly and keep a simple chart (sunny, cloudy, rainy, windy, cold, warm, hot, very hot) • name clothes and food that are suitable for weather conditions, e.g. - match pictures of clothes with weather conditions 	<ul style="list-style-type: none"> • explain why weather conditions change, e.g. - at intervals, observe and record weather conditions on a chart, and relate to changes in temperature and presence of rain, wind and clouds • describe the effects of the four seasons on people and the environment, e.g. - identify seasonal changes - discuss types of sport played during different seasons - describe appropriate clothing for certain events or weather conditions; create a piece of art showing appropriate clothing - draw and label different types of clothing - write a creative story about when the village flooded, when fire damaged the school, etc 	<ul style="list-style-type: none"> • explain why weather conditions change, e.g. - regularly record weather observations, and relate to changes in temperature, presence of rain, wind and clouds • describe the effects of the seasons on plants and animals, e.g. - ask a local authority about plants and animals that survive in rainy and dry parts of Namibia - visit local areas during different seasons and list plants and animals living there
The Earth, the Moon, our Solar System and the Universe	Learning Objective Learners will understand the relationship between the Earth, the moon, our solar system and the universe (The Earth and Beyond)		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • describe things in the sky that are easily visible, e.g. - observe, discuss and draw things in the sky, e.g. the sun, moon, stars, some planets 	<ul style="list-style-type: none"> • describe how the sky changes during day and night, e.g. - observe and discuss the colours at sunset - observe how the moon is seen 	<ul style="list-style-type: none"> • describe features of the sky and seasons, e.g. - observe and discuss how it gets dark early in winter and later in summer

		at	
TOPICS	GRADE 1	GRADE 2	GRADE 3
	- discuss the dangers of looking directly at the sun	night and sometimes during the day	- observe the length of shadows during the day
Forces, motion and energy	Learning Objective Learners will understand that forces, motion and energy are used in our everyday lives (Energy in the Earth's Systems)		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • identify simple sources of energy, e.g. - draw pictures showing the sun, wind and fuel (e.g. filling the car with petrol) - identify the sun as a major source of energy <ul style="list-style-type: none"> • identify the effects of energy and what makes things work, grow and move, e.g. - observe and discuss how the wind makes things move, the sun gives heat and light and makes plants grow, objects move by pushing and pulling 	<ul style="list-style-type: none"> • identify how sources of energy are used every day, e.g. - role-play putting petrol in the car, switching on electricity in the house, using candles, lighting a braai, etc - describe how we use the sun's energy, e.g. to see during the day; to keep warm, for plant's growth, for food, for our health • identify how energy moves, e.g. - observe how heat from a fire moves to heat the pot when cooking; blowing a feather makes it move 	<ul style="list-style-type: none"> • describe energy-saving practices and benefits, e.g. - make posters showing closing doors to keep the warmth in, - walking rather than driving, turning off lights not in use - find out about solar panels and why they are being used in Namibia • identify how energy can change form, e.g. - observe and demonstrate how kicking a ball makes a noise; blowing through a tube or striking a drum makes a sound • describe the effects of gravity - observe and demonstrate how things fall to the ground or stay on the ground - find out why some objects hit the ground before other objects

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.

TOPICS	GRADE 1	GRADE 2	GRADE 3
Inquiry methods	Learning Objective Learners will use inquiry methods to search out, describe, explain and predict natural occurrences		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • make predictions about what may occur in an investigation, e.g. - what will happen if I add water? - what happens when you put a feather in front of your nose? • use a teacher-modelled procedure when investigating, e.g. - what did we do? - what did we find out? 	<ul style="list-style-type: none"> • make simple predictions about what may occur in an investigation, e.g. - I think the plant kept in the dark will die • describe simple steps for planning and carrying out an investigation, e.g. - First I got the water ready, then I put my clay boat on the water. Then I ... 	<ul style="list-style-type: none"> • make simple predictions using prior knowledge, e.g. - When we did this before, I saw that the ball of clay sank in the water • describe more detailed steps for planning and carrying out an investigation, e.g. - write a simple procedure showing materials, what we did, what we found out
Scientific Literacy	learning Objective Learners will demonstrate scientific literacy		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • share information with others through speaking, listening, drawing, reading and writing 	<ul style="list-style-type: none"> • inform others about investigations and suggest reasonable explanations • seek information from books, magazines and other sources 	<ul style="list-style-type: none"> • inform others about investigations and suggest reasonable explanations • seek information from books, magazines and other sources
Scientific numeracy	Learning Objective Learners will demonstrate scientific numeracy		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:

TOPICS	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • organise information using sorting, grouping, listing, drawings • observe, compare, classify, describe and record using simple non-standard measuring tools to collect data, e.g. - use hand span etc • construct a simple table to record observations 	<ul style="list-style-type: none"> • organise and classify objects or events based on their common characteristics • observe, compare, classify, describe and record using non-standard measuring tools to collect data, e.g. - use hand span, length of finger, etc • construct a simple table to record observations 	<ul style="list-style-type: none"> • sort and arrange events, facts and ideas in sequence • observe, compare, classify, describe and record using standard measuring tools to collect data, e.g. - use rulers, balances, thermometers • construct simple bar graphs to record findings

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 understanding 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 about the progress of their children via a formal school report. They should be encouraged to reward achievements and support the 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 our own teaching processes.

9.2 Types of assessment

Informal assessment methods: The teacher must assess how well each learner has mastered the competencies described in the mathematics 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, and making value judgements, and in their participation in general.

This means that we observe 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 mathematics 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 mathematical concepts and who has not. By monitoring activities, they can note who can complete the task and apply mathematical 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 as 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 mathematics should be conducted within a part of a mathematics period and should be viewed as a usual mathematics activity.

9.3 Grade descriptors

The learner's level of achievement in relation to the competencies in the mathematics 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	Competency descriptions
A	80%+	Achieved competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved competencies very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved competencies well. The learner has mastered the competencies satisfactorily in unknown situations and contexts.
D	50-59%	Achieved competencies satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of competencies to be considered competent. 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%	Ungraded. 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 Lower Primary phase, assessment is criterion-referenced. This means that when marks 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. This means that while learners are engaged in lesson activities, the teacher records on class lists 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.

During term teachers should record the continuous assessment marks on the formal continuous assessment class list. 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 timetable" during which learners study for tests.

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 rounded off. For example, instead of writing 3.2 it should be 3. The mark averages should be transferred to the formal Continuous Assessment record form in appropriate columns. In this form, the teacher should calculate the total marks and indicate the percentages. The percentages should then be converted into letter grades as indicated in 10.3.

Details on recording can be found in the Junior Primary Continuous Assessment Record Forms)

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

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

Cultural expression – communication of culture through art, stories, food, dress, etc

Discursive language – language that is needed to cover a wide range of topics

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

Ecologically sustainable – an environment that is able to continue for a long time at the same level without harm

Energy-saving practices – actions that help reduce the amount of energy we use, e.g. turning off lights when they aren't being used; walking instead of driving

Entrepreneur - a person who organises, operates, and assumes the risk for a business venture

Entrepreneurship - condition of being an entrepreneur, an organizer or promoter of business ventures

Germinate – to develop from a seed and begin to grow into a plant

Globalisation – the idea that the world is developing a single economy as a result of improved technology and communication

Heredity – the genetic process by which particular characteristics are passed on

Holistic – the idea of taking care of your whole body and mind

Hygiene – \ the practice of keeping yourself and the things around you clean, in order to prevent illness and disease

Inclusivity – the act of including everybody

Infrastructure – man-made structures such as roads, buildings and communications

Inquiry methods – ways in which learners discover answers to questions about their natural

environment

Integration – a combination of parts or objects that work together well

Investigation – the process of trying to find out about something in order to discover what caused it and how it happened

Kilometre signage – signs on the side of the road indicating how many kilometres to the towns ahead

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.

Mammal – an animal that is born from its mother’s body (not from an egg) and drinks its mother’s milk as a baby, e.g. humans, dogs, cows

Metamorphosis – a major change in the physical form of insect or other animal as it develops, e.g. the metamorphosis of a caterpillar into a butterfly

Non-standard measuring tools – measuring devices that are not accurate but give a rough estimate, e.g. hand span

Nutrition – intake of food considered to be healthy; study of food intake and its effect on health and growth

Prior knowledge – knowledge that already exists

Properties – characteristic features of a thing

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

Scientific literacy – writing and reading which is related to science (natural environment)

Scientific numeracy – mathematical skills that are related to science (natural environment)

Standard measuring tools – implements that measure accurately using regular units, e.g. a ruler

Symbol – an object or image representing a deeper meaning

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



Republic of Namibia

MINISTRY OF EDUCATION

JUNIOR PRIMARY PHASE

ARTS SYLLABUS

GRADES 1 – 3

ENGLISH VERSION

FOR IMPLEMENTATION

2015

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1. Introduction

This syllabus describes the intended learning and assessment for Arts (English version) in Grades 1 to 3 of the Junior Primary Phase. As a subject, Arts is within the 'aesthetic' area of learning in the curriculum but 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 would need 2 (Grade 1 and 2) and 3 (Grade 3) number of periods per week.

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

Arts promote the balanced growth, socialisation and development of the creative ability of a learner. The subject area is a means through which the process of unfolding, stimulating and capturing the learner's imagination and self-expression takes place. Through this subject area learners explore their inner selves, their environment, and make discoveries about communication through arts media. The Arts syllabus for the Junior Primary Phase aims to introduce the basic concepts of the Arts, developing a spirit of inquiry and experimentation, fostering skills of observation and creativity, and reinforcing skills, knowledge and attitudes in other areas of the curriculum. The syllabus provides a broad experience-based Arts curriculum for all learners.

The particular features of Arts at this phase are embedded in the knowledge that Arts is a developmental rather than incremental subject, and, as the learner develops, the command of arts expression will become more sophisticated. Therefore, while it is difficult (and undesirable) to prescribe a rigid progression, there are arts skills, knowledge and attitudes to which learners should be exposed at each grade level in the Junior Primary Phase. However, the formal teaching of these, while important, should not be to the detriment of self-expression and creativity. At this level, it is most important to sustain and develop the learners' interest in expressing themselves through the Arts. Learners will explore all the art forms together to discover where their interests and aptitudes lie.

3. Aims

The aims of the Arts are to:

enable the learners to contribute to the development of culture in Namibia;

- promote wider inter-cultural understanding;
- promote cultural awareness and appreciation;
- stimulate learners' imagination and creativity;
- encourage self-expression, confidence and communication with others;
- foster self-discipline, responsibility and cooperation;
- initiate the development of using the arts as a means of expression;
- enhance problem-solving skills.

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 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.

The Junior Primary Phase promotes equal opportunity for males and females, enabling both to participate equally. Teachers should know and understand how to treat learners equally, and all materials should support gender fairness.

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

5. Links to Other Subjects and Cross-curricular Issues

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

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. 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:

Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT	Road Safety
Grade 1 Visual Art- Pictorial Skills: Look at the detail in a leaf and use it to make a leaf picture	Grade 3 Music: Create a simple song about looking after people who are sick	Grade 2 Drama: Mime a story showing the daily of tasks of people in a village	Grade 3 Drama: Create a situation where a learner says 'no' to unwanted contact by another person	Grades 1-3 Music: Record own music pieces and use in a performance	Grade 2: Visual Art: Make puppets and a puppet show to demonstrate the correct way to cross a busy road

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 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 teach arts skills explicitly; when it is appropriate to let learners discover, experiment and explore for themselves; when they need reinforcement or enrichment learning or when there is a particular progression of skills or information that needs to be followed.

Working in groups, in pairs, individually, or as a whole class during arts activities must, therefore, be organised and focussed. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work and that of others', under the teacher's guidance. There are many opportunities for integration of Arts into other subject areas. For example, learners can use their mathematical understanding of two- and three-dimensional shapes to create pictures, prints and models.

Teachers can select from a range of options and can add to the content where necessary. From the many varied activities suggested, teachers may select those which best suit the development of learners, and what they feel they can facilitate themselves, but must cover all the competencies. Within each of the four areas and topics, due regard must be given to starting with simpler activities in Grade 1 and gradually increasing to more complex activities year by year.

Arts can be organised as one double period per week for grades 1 and 2, and a double and single period per week for Grade 3. Except where specific skills have to be taught in a directed way (e.g. songs), work should normally be organised in three phases: phase one, where the learners first discuss

what is to be done and how; phase two, learners work with creating their art (visual, drama, dance, musical); phase three, where each group presents/performs for the class, or art work is displayed, and response and feedback from the rest of the class is given. Projects, which integrate the Arts such as puppet theatre or dance and drama with masks and simple costumes, should be encouraged. It should also be remembered that the Arts does not always require a separate 'arts' period as it can be integrated into many of the other subject areas.

The Arts lend themselves to presentation to parents and the community. This should be a natural extension of the learners' presentations to each other in class but they should not be pressed to perform or present. The Arts also provides many opportunities to bring in or visit members of the community who are known for their skills, to expose the learners to practising artists.

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

Teachers should note that the competencies do not limit the initiative of teachers or schools and one can go beyond them.

7. Learning Standards

On entry to Grade 1 in the Junior Primary Phase, all learners are expected to be socially, emotionally, cognitively and physically ready to begin formal learning. The first five weeks of Grade 1 should be dedicated to school readiness activities.

On completing Grade 3 Arts in the Lower Primary Phase, learners are expected to be able to demonstrate the following:

Visual Art: Learners are beginning to use their own observations and imagination to use a variety of art materials, processes and techniques for creating visual art works while continuing to develop fine motor skills.

Music: Learners participate in singing and movement activities and include body percussion and other percussion instruments when performing. They are beginning to sing in two-part harmony, and recognise elements of music such as duration (long/short), beat, rhythm, tempo (fast/slow), pitch (high/low), dynamics (loud/soft) and form (same tune/different tune)

Drama: Learners create and perform familiar stories and simple written texts using imagination, appropriate language, voice, movement and space. They apply drama conventions such as taking on a character and using the dramatic story structure of a beginning, middle and end when performing.

Dance: Learners present choreographed and improvised dances in a group applying elements of body awareness, levels, forces, flow and time.

Participating: Learners demonstrate personal arts skills and social skills such as discussing ideas and working independently. They use safe arts practices, and apply conventions and habits such as recycling materials and looking after equipment

Appreciating: Learners communicate evaluations and reflections on their own art by commenting on the effectiveness of techniques and possible ways to improve. They also comment in a positive and encouraging way on others' art and suggest ways to improve.

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

THEME: PARTICIPATING			
TOPIC	GRADE 1	GRADE 2	GRADE 3
Co-operation, respect, safe practices and conventions	Learning Objective Learners will co-operate in a group, respect the needs of others , and use safe practices and conventions		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> demonstrate personal and social skills through visual arts, music, drama and dance demonstrate social skills, e.g. <i>take turns, listen to others, be considerate and co-operate with others</i> use safe practices, e.g. <i>ask for help and watch the teacher demonstrate, stretch/warm-up before performing dance routines</i> demonstrate habits, e.g. <i>rinse paint brushes before using another colour; sit quietly while others perform</i> 	<ul style="list-style-type: none"> demonstrate personal and social skills through visual arts, music, drama and dance demonstrate social skills, e.g. <i>share roles, listen and discuss all ideas, be considerate, be fair and co-operate with others</i> use safe practices, e.g. <i>use brushes sensibly, protect work surfaces, stretch/warm-up before performing dance routines</i> demonstrate habits, e.g. <i>allow wet work to dry before storing/displaying; show interest while others perform</i> 	<ul style="list-style-type: none"> demonstrate personal and social skills through visual arts, music, drama and dance demonstrate social skills, e.g. <i>share roles, listen and discuss all ideas, be fair, arrive at a group decision and work independently</i> use safe practices, e.g. <i>look after equipment responsibly, stretch/warm-up before performing dance routines</i> demonstrate habits, e.g. <i>recycle art material to avoid wastage; show interest while others perform</i>

THEME: CREATING			
TOPIC	GRADE 1	GRADE 2	GRADE 3
VISUAL ART Line, pattern, colour, shape, texture and space	Objectives Learners will demonstrate the use of line, pattern, colour, shape, texture and space		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • demonstrate use of line: <ul style="list-style-type: none"> - thick, thin, straight, jagged, continuous or broken lines - to outline a shape that represents an object, e.g. <i>'This is my dog'</i> - to show expression, e.g. <i>thin lines to show light rain</i> • repeat patterns to make a picture, e.g. <i>repeating zigzags</i> • change colours by adding other colours, e.g. <i>yellow and red mixed together make orange</i> - colours can be grouped in families, e.g. <i>red is 'hot', green is 'cool'</i> 	<ul style="list-style-type: none"> • demonstrate use of line: <ul style="list-style-type: none"> - thick, thin, straight, jagged, continuous or broken lines - to show an edge, e.g. <i>'I used straight lines to show the roof of the house'</i> - to show expression, e.g. <i>wavy lines to show the rolling sea</i> • use repetition of shapes, e.g. <i>repeating a series of geometric shapes</i> • mix two primary colours to get a secondary colour, e.g. <i>red and yellow (orange), red and blue (purple), yellow and blue (green)</i> - colours can be grouped in families, e.g. <i>how many different types of green can you see?]</i> 	<ul style="list-style-type: none"> • demonstrate use of line: <ul style="list-style-type: none"> - thick, thin, straight, jagged, continuous or broken lines - to show an edge, e.g. <i>'I used jagged lines to show the lion's mane'</i> - to show expression, e.g. <i>curly lines to show the effect of the wind</i> • use repetition of patterns found in the environment, e.g. <i>copying the pattern on shells</i> • mix different amounts of primary colours to get a variety of secondary colours - colours can be grouped in families, e.g. <i>how many blue items are there in the classroom?</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • create 2D geometric shapes and patterns and symbolic shapes, e.g. <i>circles, squares, rectangles and triangles, heart shapes and star</i> • create non-geometrical shapes using manufactured and natural objects, e.g. <i>leaf prints</i> • create textures using objects in the environment, e.g. <i>stones, feathers, leaves, bark</i> 	<ul style="list-style-type: none"> • create 2D geometrical shapes and patterns and symbolic shapes, e.g. <i>circles, squares, rectangles and triangles, road signs</i> • create non-geometrical shapes using manufactured and natural objects, e.g. <i>potato prints</i> • create textures using objects in the environment, e.g. <i>wet, dry, slippery, rough, cold, smooth, sharp surfaces</i> • create spaces: <ul style="list-style-type: none"> - between shapes, e.g. <i>connecting circles creates diamond-like spaces in between</i> - to show depth in a picture, e.g. <i>a house with hills in the background</i> 	<ul style="list-style-type: none"> • create 2D geometric shapes and patterns and symbolic shapes, e.g. <i>circles, squares, rectangles, triangles, and ovals, sun on Namibian flag</i> • create non-geometrical shapes using manufactured and natural objects • create textures to simulate real objects, e.g. <i>make markings that look like fur on a cat</i> • create spaces: <ul style="list-style-type: none"> - between shapes, e.g. <i>there is space between objects in a picture and background space</i> - to show depth in a picture, e.g. <i>objects further away are smaller and sometimes higher (plane)</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
VISUAL ART Modelling and construction	Learning Objective Learners will demonstrate modelling and construction skills		
	Competencies Learners will be able to:	Competencies Learners will be able to:	Competencies Learners will be able to:
	<ul style="list-style-type: none"> • make 3D structures using skills of weaving, tearing, cutting, folding and pasting, e.g. <i>table mats, sock puppets and masks</i> - use knowledge of common 3D shapes • make a border by threading, e.g. <i>shoe laces, wool, string, etc</i> • shape, cut, roll, join and imprint - make beads and jewellery using river clay/play dough and simple tools to cut 	<ul style="list-style-type: none"> • make 3D structures using a variety of skills and recycled materials, e.g. <i>cards and gifts</i> - use knowledge of common 3D shapes • sew big stitches onto fabric to make a pattern • make models of animals and people considering shape, detail and texture - use river clay/play dough, wire, string and wool, etc 	<ul style="list-style-type: none"> • make 3D structures using a variety of skills and recycled materials, e.g. <i>mobiles, clay sculptures and festive decorations</i> - use knowledge of common 3D shapes • sew a variety of simple stitches onto fabric to make a design • make models of animals and people considering shape, detail, texture, features and clothing - use river clay/play dough, wire, string and wool, etc
VISUAL ART Pictures	Learning Objective Learners will demonstrate pictorial skills		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • use recall, memory and imagination as a source of drawing inspiration, e.g. <i>create a picture of something they enjoy doing</i> • use detail found in nature, e.g. <i>look at lines, shapes, patterns and colours of leaves before drawing them</i> 	<ul style="list-style-type: none"> • use recall, memory and imagination as a source of drawing inspiration, e.g. <i>discuss and draw an event that happened during the holidays</i> • draw to record observations, e.g. <i>during a natural environment (science) lesson, look at a flower before drawing it</i> 	<ul style="list-style-type: none"> • use recall, memory and imagination as a source of drawing inspiration, e.g. <i>discuss events in a story and create a picture</i> • draw to record observations, e.g. <i>use a mirror to look at facial features before drawing a self-portrait</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • create pictures: <ul style="list-style-type: none"> - use a transparent wash of colour over crayons drawing, e.g. <i>my family</i> - create a collage using a range of natural and processed material to make pictures, e.g. <i>cardboard, wool, fabric, glue, sticks, beads, ribbons</i> - create simple prints using the environment, e.g. <i>leaves, flowers, money</i> • use mixed media, e.g. <i>combine crayons and paint to create a wax resist picture</i> - experiment using different materials and processes, e.g. <i>apply paint with brushes, fingers, sticks, feathers by dabbing, scraping, dripping, etc</i> 	<ul style="list-style-type: none"> • create pictures: <ul style="list-style-type: none"> - let thin paints run together, e.g. <i>butterfly</i> - create a collage using a range of natural and processed material to make a landscape, e.g. <i>sand, leaves, seeds, wood shavings, string, glue</i> - create simple vegetable prints, e.g. <i>potato</i> • use mixed media, e.g. <i>combine different materials and techniques using overlapping patterns and shapes</i> - experiment using different materials and processes, e.g. <i>apply paint to different objects such as potatoes to make prints; create pictures with crayons by printing on coloured papers</i> 	<ul style="list-style-type: none"> • create still life pictures: <ul style="list-style-type: none"> - use thick and thin paint - create a collage using a range of natural and processed material to make a picture on a theme or idea - create prints by making stamps cut out of foam and collagraphs (glue items such as string to a piece of cardboard); make a 'rubbing' by placing paper over a leaf and rubbing the paper with pencil/crayon • use mixed media, e.g. <i>combine different materials and techniques using different textures, shades and tints</i> - experiment using different materials and processes, e.g. <i>apply paint to waxed material to make a batik; use dyes on materials; create pictures with crayons by printing on coloured paper</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
MUSIC Singing (duration, beat, rhythm, pitch, tempo, dynamics, form and harmony)	Learning Objective Learners will demonstrate a repertoire of songs using the elements of music (duration, beat, rhythm, pitch, tempo, dynamics, form and harmony)		
	Competencies Learners should be able to	Competencies Learners should be able to	Competencies Learners should be able to
	<ul style="list-style-type: none"> • give opportunities to: <ul style="list-style-type: none"> - recognise long and short sounds when singing (duration) - use the voice to make very high/very low sounds (pitch) - use the voice to make very loud/very soft sounds. sing familiar songs very loudly and very softly (dynamics) • improvise a melody by completing a simple unfinished melodic pattern sung by the teacher (form), e.g. <i>Teacher sings a question using familiar tune: 'How are you today?' Learner answers by 'finishing' the tune, 'I'm very well, thank you'</i> • sing familiar songs very fast and very slowly (tempo) 	<ul style="list-style-type: none"> • give opportunities to: <ul style="list-style-type: none"> - recognise long and short sounds (duration) - sing songs at high and low pitches - sing songs gradually getting louder and softer (dynamics) • improvise a melody by completing a simple unfinished melodic pattern sung by the teacher (form), e.g. <i>Teacher sings using familiar tune: 'How are you today?' Learner answers by 'finishing' the tune, 'I'm very well, thank you'</i> • sing songs: while gradually getting faster/slower (tempo) where an introduction is given (form) 	<ul style="list-style-type: none"> • give opportunities to: <ul style="list-style-type: none"> - recognise long and short sounds (duration) - sing songs at high and low pitches - sing songs that require loud and soft sections (dynamics) • improvise a melody by completing a simple unfinished melodic pattern sung by the teacher (form), e.g. <i>Teacher sings: 'What is your favourite food?' Learner answers by 'finishing' the tune, 'I like ice cream'</i> • sing songs: that require fast and slow sections (tempo) where parts of the song are repeated (form), e.g. <i>a chorus</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • perform songs and song games in mother tongue, other Namibian languages and English - sing rounds with two simple parts (harmony) • sing the National Anthem 	<ul style="list-style-type: none"> • perform songs and song games in mother tongue, other Namibian languages and English - sing rounds with two simple parts (harmony) • sing the National Anthem from memory 	<ul style="list-style-type: none"> • sing more challenging songs in a conducted group, performing in mother tongue, other Namibian languages, English and in languages from neighbouring countries - sing songs with two simple parts (harmony) • sing the African Union Anthem
MUSIC Percussion (duration, beat, rhythm, pitch, tempo, dynamics and form)	Learning Objective Learners will demonstrate percussion skills using the elements of music (duration, beat, rhythm, pitch, tempo, dynamics and form)		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • give opportunities to use percussion to: <ul style="list-style-type: none"> - recognise long and short sounds (duration) - make high/low sounds (pitch) - experiment with loud and soft sounds (dynamics) - experiment with different natural materials/percussion instruments to discover different sounds, e.g. <i>blowing, shaking, striking, rubbing and plucking</i> - 	<ul style="list-style-type: none"> • give opportunities to use percussion to: <ul style="list-style-type: none"> - recognise long and short sounds (duration) - make high/low sounds (pitch) - play while gradually getting louder/softer (dynamics) - experiment with different natural materials/ percussion instruments to discover different sounds, e.g. <i>playing a drum with fingers then with hands</i> 	<ul style="list-style-type: none"> • give opportunities to use percussion to: <ul style="list-style-type: none"> - recognise long and short sounds (duration) - make high/low sounds (pitch) - play while gradually getting louder/softer (dynamics) - experiment with different natural materials/percussion instruments to discover different sounds, e.g. <i>tapping jars of water filled to different level</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> - demonstrate 'beat' and 'rhythm' • make appropriate movements using the body or simple percussion instruments to - complete a simple unfinished rhythmic pattern (question/answer) played by the teacher/learner (form) • use body percussion to play in time, e.g. <i>walk around room with recorded music/singing (beat/tempo)</i> - accompany songs using simple repetitive patterns (ostinati) - use body (clapping, slapping), found materials (gourds, seed pods) and instruments (slicks, drums, shakers) 	<ul style="list-style-type: none"> - demonstrate the difference between 'beat' and 'rhythm' body • use percussion (clapping) or simple percussion instruments (sticks) - create an introduction to a song using percussion (form) • play instruments while gradually getting faster/slower (tempo) - accompany songs using simple repetitive patterns (ostinati) using some elements of music, e.g. <i>beat, rhythm and dynamics</i> - use body (clapping, slapping), found materials (gourds, seed pods) and instruments (slicks, drums, shakers) 	<ul style="list-style-type: none"> - demonstrate the difference between 'beat' and 'rhythm' • use body percussion (clapping) or simple percussion instruments (sticks) - create a rhythmic pattern using percussion to begin and end a song and use between verses (form) • play instruments while gradually getting faster/slower (tempo) - accompany songs using more complex repetitive and changing patterns (ostinati) using the elements of music, e.g. <i>tempo, pitch, dynamics and form</i> - use body (clapping, slapping), found materials (gourds, seed pods) and instruments (slicks, drums, shakers, xylophones, strings)

TOPIC	GRADE 1	GRADE 2	GRADE 3
DRAMA Expression through mime	Learning Objective Learners will demonstrate physical expressiveness through mime		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> demonstrate body awareness, flexibility and control, e.g. <i>march with alternate hand and foot in lead, hop, skip</i> demonstrate spatial awareness, e.g. <i>follow a set path from one point to another</i> demonstrate gesture, movement and facial expression, e.g. <i>show happy, sad, angry faces, exited</i> mime animal actions, e.g. <i>movements, habits</i> 	<ul style="list-style-type: none"> demonstrate body awareness, flexibility and control, e.g. <i>play follow the leader using different actions</i> demonstrate spatial awareness, e.g. <i>move in a space at random without touching anyone</i> use gestures and facial expressions, e.g. <i>in pairs facing each other, one makes face and other mirrors</i> mime people's professions, e.g. <i>teacher, doctor</i> 	<ul style="list-style-type: none"> demonstrate body awareness, flexibility and control, e.g. <i>carry out actions in slow motion</i> demonstrate spatial awareness, e.g. <i>move from one point to another using different actions</i> exaggerate common gestures, e.g. <i>waving, shaking hands, frowning</i> mime abstract ideas, e.g. <i>wind, fire, storm, calm</i>
DRAMA Role play	Learning Objective Learners will demonstrate planning and acting out a role play		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> improvise a simple situation using a puppet, e.g. <i>puppet tells a story about himself (name, where he lives, favourite food)</i> 	<ul style="list-style-type: none"> plan and act out a situation using puppets, e.g. <i>simple conversation between two puppets about their day at school</i> 	<ul style="list-style-type: none"> plan and act out a situation using puppets, e.g. <i>simple conversation between two puppets about their day at school</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • play characters in different situations, e.g. <i>teacher/pupil; friends/enemies; mother/child</i> - take on a role using characteristic voice and movement, e.g. <i>put on a police officer's hat and 'be' that officer</i> - experiment with voice, e.g. <i>vary the volume, pitch and tempo (pace)</i> 	<ul style="list-style-type: none"> • play characters in different situations, e.g. <i>teacher/pupil; friends/enemies; mother/child</i> - take on a role using characteristic voice and movement, e.g. <i>pick up a spade and become someone who uses it</i> - experiment with voice techniques, e.g. <i>exaggerate volume and pitch so voice can be heard at back of room</i> 	<ul style="list-style-type: none"> • play characters in different situations, e.g. <i>teacher/pupil; friends/enemies; mother/child</i> - take on a role using characteristic voice and movement, e.g. <i>'be' a newsreader on the NBC</i> - experiment with voice techniques, e.g. <i>exaggerate volume and pitch so voice can be heard at back of room</i>
DRAMA Structure of a drama	Learning Objective Learners will demonstrate an awareness of how the story (plot) structures a drama (story)		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • add onto stories, e.g. <i>one learner gives a sentence, says 'and then'; the next child adds another sentence, and so on</i> • create a beginning and a simple end to a story, e.g. <i>then we woke up; then we went home; the end</i> 	<ul style="list-style-type: none"> • create a simple situation, e.g. <i>decide on a situation and explore what happened before and what happened after</i> • create a beginning and an end to a story 	<ul style="list-style-type: none"> • create a simple situation, e.g. <i>decide on a situation and explore how each role contributes to the action</i> • create a beginning, a middle and an end (happy or sad resolution) to a story

TOPIC	GRADE 1	GRADE 2	GRADE 3
DRAMA Presentation	Learning Objective Learners will present a mime, role-play, drama or puppet show with characterisation and structure		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • demonstrate drama techniques, e.g. <i>entrances and exits</i> - demonstrate how to use space, e.g. <i>move so actions of characters can be seen and heard</i> - show awareness of audience, e.g. <i>bow at end of performance</i> • perform drama to others such as another class, parents - use materials and objects to support the drama, e.g. <i>one prop to identify each character</i> 	<ul style="list-style-type: none"> • demonstrate drama techniques, e.g. <i>repeat words and actions to make them easier to remember</i> - demonstrate how to use space, e.g. <i>move so actions of characters can be seen and heard</i> - show awareness of audience, e.g. <i>bow at end of performance</i> • perform drama to others such as another class, parents, whole school - use materials and objects to support the drama, e.g. <i>shake seeds in a container to make sound of rain</i> 	<ul style="list-style-type: none"> • demonstrate drama techniques, e.g. <i>go over parts of drama that need more practice</i> - demonstrate how to use space, e.g. <i>move around so drama is interesting</i> - show awareness of audience, e.g. <i>pause for laughter so lines are not lost</i> • perform drama to wider audience such as community, region - use materials and objects to support the drama, e.g. <i>length of blue fabric to create waves</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
DANCE Elements of body awareness, levels, force, flow and time	Learning Objective Learners will demonstrate choreographed and improvised dance skills using the elements of body awareness, levels, force, flow and time		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • move freely to music focusing on different parts of the body (body awareness) and levels, e.g. <i>swim through the sea on the bottom/surface of the ocean</i> • demonstrate body awareness through: <ul style="list-style-type: none"> - flowing/ongoing movements, e.g. <i>skipping and galloping</i> - sudden/sustained movements, e.g. <i>wide and thin shapes</i> - contrasting movements, e.g. <i>swing two arms together or separately</i> - balancing on one leg while changing levels, e.g. <i>high position, then low position</i> - co-ordinating hand/foot, e.g. <i>opposite hand to foot to skip and gallop</i> 	<ul style="list-style-type: none"> • move freely to music focusing on different parts of the body (body awareness) and levels, e.g. <i>move like the wind high in the sky/middle/at ground level</i> • demonstrate body awareness through: <ul style="list-style-type: none"> - a combination of flowing and sustained movements, e.g. <i>hopping then making a wide shape</i> - contrasting movements, e.g. <i>stretch arms to ceiling then wrap them around body</i> - balancing using different body parts as a base - co-ordinating arms and feet, e.g. <i>walking with symmetrical arm patterns</i> 	<ul style="list-style-type: none"> • move freely to music focusing on different parts of the body (body awareness) and levels, e.g. <i>roll at a low level, walk on tiptoes at a high level then return to a low level</i> • demonstrate body awareness through: <ul style="list-style-type: none"> - a combination of flowing and sustained movements, e.g. <i>skipping in a circle then stretching to the sky</i> - contrasting movements, e.g. <i>put right hand to left knee and vice versa</i> - balancing using different body parts as a base - co-ordinating arms and feet, e.g. <i>walking with symmetrical arm patterns and changing direction</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> • walk in different directions with changes in force and flow, e.g. <i>travel sideways and diagonally, suddenly stopping and changing direction</i> • use different tempos when moving (time), e.g. <i>slower or faster</i> - move rhythmically in time to music (skipping, walking, running, jumping), clapping the beat - demonstrate movement using verbal cues from teacher, e.g. <i>run for eight counts, stay still for eight counts</i> - follow teacher direction to begin movement, e.g. <i>ready ...go</i> 	<ul style="list-style-type: none"> • walk using a sequence of directions and movements, changing force and flow, e.g. <i>run sideways, skip in a circle and gallop forwards</i> • combine different speeds when moving (time), e.g. <i>fast then slow movements and gradually getting faster</i> - move rhythmically in time to music alternating movement and stillness, e.g. <i>walk for two counts, freeze for two counts</i> - demonstrate movement sequences that vary in action and counting, e.g. <i>run for four counts, freeze for four counts, run for eight counts, freeze for eight counts</i> - follow teacher direction to begin movement, e.g. <i>1, 2, 3, go</i> 	<ul style="list-style-type: none"> • walk using a sequence of directions and movements, changing force and flow, e.g. <i>face front and stretch to the sky, face back and crouch down, face diagonal and spring up</i> • combine different speeds when moving (time), e.g. <i>fast then slow movements and gradually get faster</i> - move rhythmically in time to music alternating movements, e.g. <i>walk forward for four counts, kick with right leg for four counts, walk backward for four counts swinging arms, kick with left leg for four counts</i> - demonstrate movement sequences that vary in action and counting, e.g. <i>run for four counts, freeze for four counts, skip for eight counts, stretch to the sky for four counts, freeze for eight counts</i> - follow teacher direction to begin movement, e.g. <i>1, 2, 3, go</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
DANCE Short movement and dance sequences	Learning Objective Learners will present short movement and dance sequences to music		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • demonstrate rehearsal techniques, e.g. <i>entrances and exits</i> - show how to use space, e.g. <i>move within own space when performing</i> - show awareness of audience, e.g. <i>bow at end of performance</i> • perform increasingly challenging traditional, improvised and choreographed dances to other classes and parents: <ul style="list-style-type: none"> - dances learned from other class members, an expert in the community or from an electronic source - watch teacher for direction - use simple costumes to support the dance - develop rhythmic skills while dancing - use traditional attires 	<ul style="list-style-type: none"> • demonstrate rehearsal techniques, e.g. <i>repeat actions to make them easier to remember</i> - show how to use space, e.g. <i>move within own space when performing</i> - show awareness of audience, e.g. <i>bow at end of performance</i> • perform increasingly challenging traditional, improvised and choreographed dances to other classes, parents and whole school: <ul style="list-style-type: none"> - dances learned from other class members, an expert in the community or from an electronic source - with or without teacher direction - use simple costumes to support the dance - develop rhythmic skills while dancing - use traditional attires 	<ul style="list-style-type: none"> • demonstrate rehearsal techniques, e.g. <i>go over parts of dance that need more practice</i> - show how to use space, e.g. <i>move to other positions and formations within the group</i> - show awareness of audience, e.g. <i>bow at end of performance</i> • perform increasingly challenging traditional, improvised and choreographed dances to the wider audiences such as community, region: <ul style="list-style-type: none"> - dances learned from other class members, an expert in the community or from an electronic source - with or without teacher direction - use simple costumes to support the dance - develop rhythmic skills while dancing - use traditional attires

THEME: APPRECIATING

TOPIC	GRADE 1	GRADE 2	GRADE 3
Evaluation and reflection	Learning Objective Learners will evaluate and reflect on own art by responding in various ways to teacher prompted questions		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • describe and explain feelings and observations about their art: - describe features of visual art and specific media, e.g. <i>'It's a picture of my family. I used crayons and paint'</i> - describe musical experiences by recounting/recalling and sharing ideas, e.g. <i>'I liked beating with the sticks. It was funny playing faster and faster'</i> - describe and recount/recall activities related to drama, e.g. <i>'I played the wolf. I talked in a voice like this ...'</i> - describe and recount/recall movement and dance experiences, e.g. <i>'I made a high shape and then a low shape like this...'</i> 	<ul style="list-style-type: none"> • describe, explain and draw conclusions about their art: - describe features of visual art and specific techniques, e.g. <i>'It's a picture of my house. I made the birds small because they are far away'</i> - describe musical experiences by recounting/recalling and drawing conclusions, e.g. <i>'I felt happy when I sang at the concert. All the people clapped so I think they liked the song'</i> - describe and recount/recall drama activities and messages, e.g. <i>'Our play was about a girl who stole money. In the end she was caught. You shouldn't steal'</i> - describe movement and dance experiences and specific techniques, e.g. <i>'We started slowly then got faster and faster and then fell down'</i> 	<ul style="list-style-type: none"> • describe their art by explaining features, using specific terminology, making personal preferences, describing effects and making judgements: - describe features of visual art and evaluate techniques, e.g. <i>'It's a print made with string. I think it's too messy so next time I won't use as much string'</i> - describe musical experiences using specific terminology, giving personal preferences and explaining features, e.g. <i>'I think our performance was too short. We should have sung the chorus twice'</i> - describe drama activities and effects, e.g. <i>'Our puppet play was about how to keep our school clean. Now I think everyone will keep the school clean'</i> - describe movement and dance experiences by explaining making judgements, e.g. <i>'We started by dancing in a circle but that didn't work so we changed to dancing in a line'</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
Evaluation and reflection	Learning Objective Learners will evaluate and reflect on others' art by responding in various ways to teacher prompted questions		
	Competencies Learners should be able to:	Competencies Learners should be able to:	Competencies Learners should be able to:
	<ul style="list-style-type: none"> • describe and explain feelings and observations about others' art: - view work of local artists, performers and craftspeople - make constructive comments on specific elements of visual art, e.g. <i>'All the colours in the picture are like a rainbow'</i> - describe musical experiences by recounting/recalling and sharing, e.g. <i>'I didn't like the slow parts but i liked the fast parts'</i> 	<ul style="list-style-type: none"> • describe, explain and draw conclusions about others' art: - view work of local artists, performers and craftspeople - make constructive comments on specific elements of visual art, e.g. <i>'I like the feel of the lion's mane. It really looks like a lion'</i> - describe musical experiences by recounting/recalling and drawing conclusions, e.g. <i>'They were all smiling because I think they liked singing that song'</i> 	<ul style="list-style-type: none"> • describe others' art by explaining features, using specific terminology, making personal preferences, describing effects and making judgements: - view work of local artists, performers and craftspeople - make constructive comments on specific elements of visual art, e.g. <i>'The first thing I saw was the big red triangle in the middle of the picture. I couldn't look at anything else. I think that's what he (the artist) wanted me to do'</i> - describe musical experiences using specific terminology, giving personal preferences and explaining features, e.g. <i>'I liked it when they sang softer and softer then loud at the end.'</i>

TOPIC	GRADE 1	GRADE 2	GRADE 3
	<ul style="list-style-type: none"> - make links between the drama and their own experiences, e.g. <i>decide if the situations could happen in real life</i> - communicate feelings about the drama, e.g. <i>make a pictograph to show the most popular character</i> - describe and recount/recall movement and dance experiences, e.g. <i>'I made a high shape and then a low shape like this ...'</i> 	<ul style="list-style-type: none"> - make links between the drama and their own experiences, e.g. <i>identify the main theme and consider other examples from their own lives</i> - communicate feelings about the drama, e.g. <i>suggest two things they liked and make one suggestion for improvement</i> - describe movement and dance experiences and specific techniques, e.g. <i>'We started slowly then got faster and faster and then fell down'</i> 	<p><i>That's what we should do next time we sing'</i></p> <ul style="list-style-type: none"> - make links between the drama and their own experiences, e.g. <i>consider why we like some characters and not others</i> - communicate feelings about the drama, e.g. <i>focus on the effectiveness of the drama, the story structure, use of voice and action</i> - describe movement and dance experiences by explaining and making judgements, e.g. <i>'We started by dancing in a circle but that didn't work so we changed to dancing in a line'</i>

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 understanding 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 about the progress of their children via a formal school report. They should be encouraged to reward achievements and support the 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 our own teaching processes.

9.2 Types of assessment

Informal assessment methods: The teacher must assess how well each learner has mastered the competencies described in the mathematics 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, and making value judgements, and in their participation in general.

This means that we observe 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 mathematics 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 mathematical concepts and who has not. By monitoring activities, they can note who can complete the task and apply mathematical 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 as 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 mathematics should be conducted within a part of a mathematics period and should be viewed as a usual mathematics activity.

9.3 Grade descriptors

The learner's level of achievement in relation to the competencies in the mathematics 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	Competency descriptions
A	80%+	Achieved competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved competencies very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved competencies well. The learner has mastered the competencies satisfactorily in unknown situations and contexts.
D	50-59%	Achieved competencies satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of competencies to be considered competent. 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%	Ungraded. 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 Lower Primary phase, assessment is criterion-referenced. This means that when marks 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. This means that while learners are engaged in lesson activities, the teacher records on class lists 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.

During term teachers should record the continuous assessment marks on the formal continuous assessment class list. 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 timetable" during which learners study for tests.

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 rounded off. For example, instead of writing 3.2 it should be 3. The mark averages should be transferred to the formal Continuous Assessment record form in appropriate columns. In this form, the teacher should calculate the total marks and indicate the percentages. The percentages should then be converted into letter grades as indicated in 10.3.

Details on recording can be found in the Junior Primary Continuous Assessment Record Forms)

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

Aesthetic of the arts: the beautiful, satisfying, and/or appropriate

Choreography design/plan of a dance

Collage a picture made by sticking cloth, pieces of paper, photographs, and other objects onto a surface

Calligraphy a basic method of printmaking using a board with materials glued onto it to form a raised surface with a variety of textures. A very creative and experimental form of printmaking, collagraph prints can be made with many different materials, including cardboard, yarn, fabric, leaves, masking tape, string and more.

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

Conducted group a group of singers/players who is directed by a teacher or learner

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

Embedded fixed deeply in the mind or memory

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

Imprinting (Imprint) leaving a pattern, design, or mark on a surface by pressing on object onto it

Inclusivity the act of including everybody

Incremental subject subject whose body of skills and knowledge increases gradually

Integration - a combination of parts or objects that work together well

Inter-cultural sharing differences between different cultures

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

Melodic pattern a repeated tune

Mixed media in visual art, refers to an artwork that combines different types of media, e.g. paint, crayons and pencils

Ostinato a short melody or rhythm that is repeated

Perception an awareness of something through the senses or understanding

Percussion creating sound by hitting something

Props objects used in a play that help support an idea or message, e.g. a learner takes the role of a police officer when he/she wears an officer's hat (the prop)

Repertoire all the songs or music which a person can perform

Rhythmic pattern a musical pattern with a regular rhythm

Rigid firm, strict, not to be changed

Round a musical composition in which two or more voices sing exactly the same melody (and may continue repeating it indefinitely), but with each voice beginning at different times so that different parts of the melody coincide in the different voices, but nevertheless fit harmoniously together. *Row, Row, Row Your Boat* is an example of a round

Safe practices ways of doing things without harming yourself or others, e.g. wiping up water spilled on the floor during an art lesson

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

Spatial awareness the ability to be aware of oneself in space. Awareness of spatial relationships is the ability to see two or more objects in relation to each other and to oneself.

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

Three-dimensional (3D) structure an object that has height, width and depth, like any object in the real world.

Two-dimensional (2D) shape a shape that only has two dimensions (such as width and height) and no thickness.



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