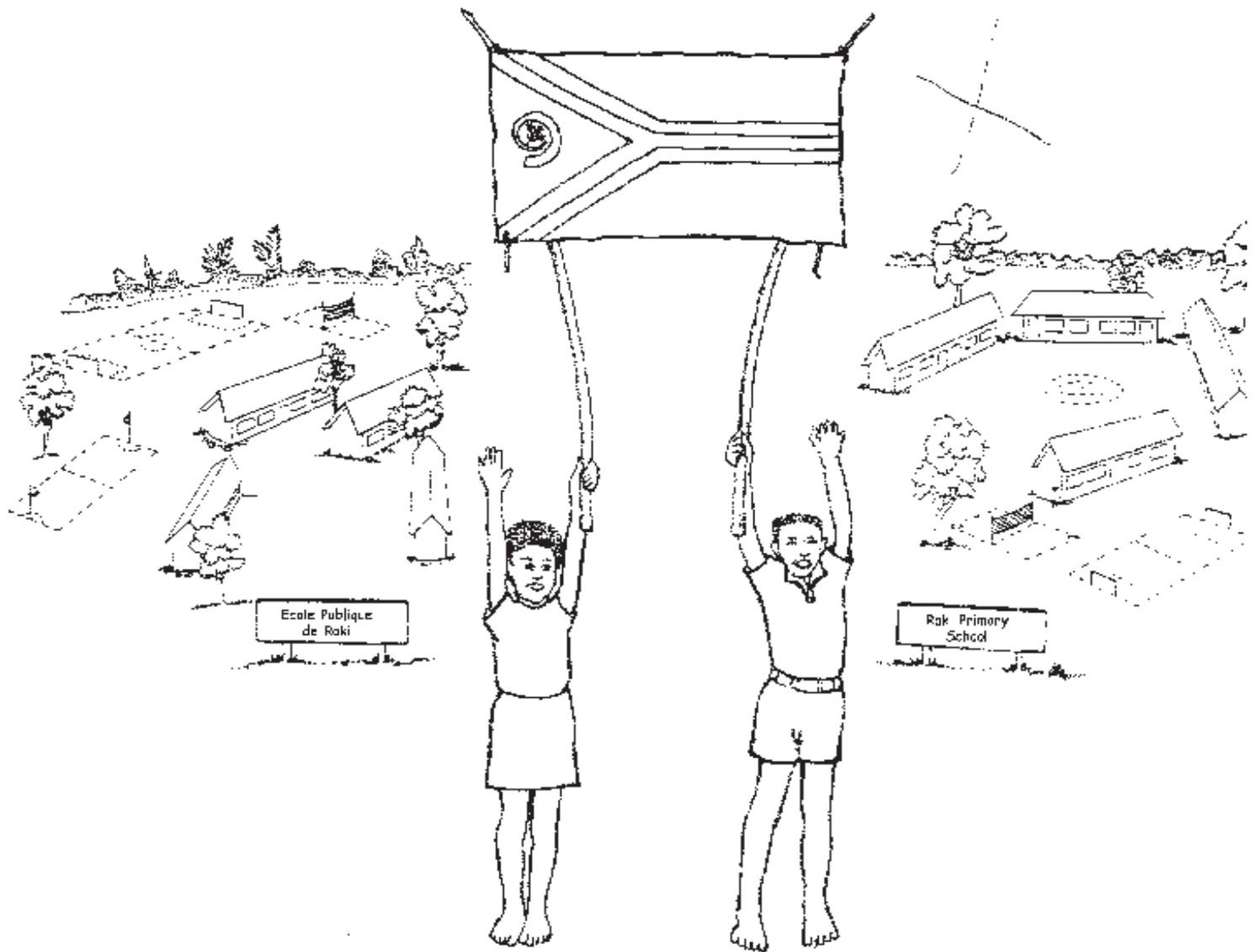


# Unified Primary Curriculum

## Years 1 to 6

### An Introduction and Overview



Department of Education  
Port Vila, Vanuatu

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# Unified Primary Curriculum

## An Introduction and Overview



Ministry of Education  
Port Vila  
Republic of Vanuatu  
1997

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Revised Edition 1997

This book was first published in 1991.

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## FOREWORD TO THE FIRST EDITION

After Vanuatu became independent in 1980, a policy decision was taken by the Ministry of Education to set up a single system of education to replace the two former education systems established by the British and French.

This had implications for both the curriculum and examinations. The need to produce a common curriculum and common assessment methods for English speaking and French-speaking schools became paramount so that the policy could be implemented effectively.

The production of this Primary Curriculum covering each subject taught in the primary school is part of a process of unifying the curriculum for Years 1-10. It marks a very important step forward for education in Vanuatu. The curriculum presented in this document embodies the thoughts and aspirations of ni-Vanuatu whose work in education takes place in the field of daily experience.

No curriculum is intended to last for ever. Future needs and events mean that the curriculum may need to be revised and undergo change. The writers recognise this fact and this curriculum will be open to review and revision at some stage in the future.

As Vanuatu progressed towards nationhood it engaged in devising its own appropriate tools to achieve its national goals. It is hoped that this document for primary education will provide these tools and that they can be used to develop and improve the quality of education for all the young people of Vanuatu. A change in education is needed and this is a step forward in bringing about that change.

A. GWERO  
Principal Education Officer  
Curriculum and Examinations

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## **INTRODUCTION**

### **TO THE TEACHER**

This curriculum document is designed to give you an overall picture of the unified primary curriculum.

The spirit of the curriculum is and must remain ni-Vanuatu.

It is important to remember that at school ni-Vanuatu children do not have the familiar linguistic support to cater for their fundamental need for expression and creativity. English and French, the languages of instruction, should not stifle the child's power of thinking and natural curiosity.

There are no ready-made solutions to overcome the particular learning situation in Vanuatu schools. However, this curriculum document fosters progress towards achieving our educational goals for Vanuatu. The ideals and ideas expressed are those which teachers incorporate in their daily teaching.

We hope you find the document useful and we welcome your comments and suggestions. Further information or advice on the curriculum may be obtained from the members of staff at the Curriculum Development Centre in Port Vila.

### **STRUCTURE OF THE DOCUMENT**

The document outlines the following:

- goals for Vanuatu schools; these reflect the spirit and purpose of the curriculum.
- teaching principles; these concern your children, your own teaching, your classroom and your methods of finding out what your children have learnt.
- general skills across the curriculum; these are skills that the children are expected to acquire as a result of their work in all subjects in the curriculum; they are not specific to one subject.

For each subject, the document outlines:

- general objectives; these explain why the children should study the subject.
- specific objectives; these describe what your children should experience and know about by the end of Year 6.
- a scope and sequence chart for Years 1-6: this indicates when particular topics or skills are most appropriately experienced by children.

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## SUPPORT MATERIALS

Accompanying this curriculum document will be handbooks, guides and resource books for teachers and children's books, as appropriate for each subject.

- **The teacher's handbook** provides a general framework for a particular subject in the primary school; it describes why the subject is taught, the content of the subject, its teaching strategies, its assessment and its evaluation.
- **The teacher's guide** gives details of a particular subject for a specific year level, including content, teaching strategies, information which supports the contents of the children's book and assessment.
- **The teacher's resource books** are provided for some subjects only; they will contain reference material and background information that is not available elsewhere.
- **The children's books and materials** are designed to meet the specific needs of each subject area.

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## GOALS FOR THE VANUATU SCHOOL CURRICULUM

The curriculum in Vanuatu schools should enable children to do the following:

### **As individuals**

- to take pride in themselves as unique persons;
- to master appropriate skills and knowledge in order to think positively, critically and logically in analysing and solving problems in real life.

### **Within the family**

- to respect their families and their traditional values.

### **Within the cultural context**

- to integrate into their culture, society, heritage and civilisation.

### **Within society**

- to live, work and communicate effectively with other people.

### **Spiritually**

- to respect the creation and the Creator.

### **Within the environment**

- to develop a respect for their environment and its place in the larger, diverse but interdependent global environment.

### **As part of humanity**

- to learn about and respect the cultures of other countries and cooperate with them to build a better world.

### **With respect to the future**

- to become familiar with technological, cultural and economic development and learn to adapt to change and participate in it.

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## EDUCATION PRINCIPLES

### PRINCIPLES OF TEACHING

Teachers teach best when:

- they are professionally competent.
- they love children and are keen to teach.
- they are accepted by the children.
- educational values are reinforced by family and community values.
- their lessons are well prepared.
- sufficient time is allowed for learning.
- the timetable is their servant and not their master.
- they recognise that children are individuals and learn at different rates.
- they recognise that some children have difficulties and teach accordingly.
- they have access to materials.
- they are resourceful in preparing and using materials.
- they use a variety of teaching techniques and are able to apply appropriate techniques for multi-class and mixed ability groups.
- they are healthy and relaxed.
- they adapt to the atmosphere and environment of the school.
- they have established good discipline in their classes.
- they regularly evaluate their teaching.
- they seek to cooperate with their children.
- they have good working relationships with their professional superiors and colleagues.
- regular staff meetings are held to discuss important issues and to determine strategies to resolve them.
- they know their professional responsibilities.
- the authorities recognise their value and they are appropriately rewarded.
- their conditions of service are satisfactory.
- they exchange ideas with other teachers and keep up with professional developments through reading and in-service training.
- they cooperate with a supportive community, school council and parents/teachers association.

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## **PRINCIPLES OF LEARNING**

Children learn best when:

- they are recognised as individuals.
- they have the same opportunities whether they are boys or girls.
- they are healthy and free from worry.
- they are emotionally attuned to the lesson.
- they are motivated to learn.
- they understand the concepts behind what they are doing and why they are doing it.
- they enjoy the activities in the lesson.
- they feel secure and encouraged and are rewarded for their achievement.
- they learn at a rate appropriate to their abilities.
- they participate in the planning of activities.
- mistakes are accepted as part of the learning process.
- new learning builds upon what they already know.
- aims and instructions in the lesson are clear.
- materials for each individual are available and are shared fairly.
- teachers are fair and just.
- a variety of methods is used.
- there is interaction among themselves and with the teacher.
- the lesson is stimulating, interesting and enjoyable.
- the lessons are related to real situations and the activities are meaningful.
- lessons involve seeing, touching, smelling and tasting as well as listening.
- attention is paid to neatness and orderliness.

## **PRINCIPLES OF AN EFFECTIVE CLASSROOM**

The best classroom:

- is as comfortable, well-lit and well-ventilated as possible.
- makes an appropriate use of space to allow for the flexible grouping of children and easy movement.
- is not overcrowded.
- has specific working areas which are clearly defined and well maintained.
- is one which gives the children a sense of belonging.
- displays samples of the children's work.
- displays attractive charts and other teaching aids.
- displays useful information for the teacher, children, visitors.
- is where a well-balanced curriculum is taught.
- has children interacting in meaningful learning activities.

- 
- has books and other materials which are plentiful and effectively used.
  - is where teachers are keen to create real situations in and beyond the classroom to enhance learning.
  - is where children are honest, cooperative and well-mannered.
  - is where daily routines are established early.

### **ASSESSMENT PRINCIPLES**

When assessing children's work teachers should:

- know about the objectives and content of each subject syllabus in the Vanuatu schools curriculum.
- take into consideration that neither French nor English is the mother tongue of the children.
- be aware of individual differences in children with respect to their age, physical, creative and mental development, and environment.
- be able to detect children's individual needs, problems, strengths and weaknesses quickly, and follow up their findings.
- be aware of the demands of external influences and expectations on both teachers and children.
- be aware that failure may be a result of a combination of factors and not just a child's inability to learn.
- be aware that children can learn from their mistakes.
- design thoughtful tests and use appropriate items to test skills, knowledge, feelings and attitudes.
- analyse and understand the results of a range of different types of tests.
- keep individual, continuing, written assessment records based on children's development where appropriate.
- set new objectives in the light of these results.

As well as assessing their children's work, teachers should informally evaluate the curriculum in three related ways by considering:

- the performance of their children on assessment tasks.
- the effectiveness of their own teaching.
- the suitability of the course they are teaching and the materials they are using.

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## SKILLS ACROSS THE CURRICULUM

The table opposite contains a list of attitudes and skills that children should acquire as they progress through primary school. They are not specific to any one subject and you are not expected to teach them as you would a topic in Social Studies, for example. Rather, they are acquired by the children as a result of their own intellectual development, assisted by you in your general teaching activities. They are, in fact, skills for life as well as skills for success at school.

The table indicates both the skills themselves and the period (i.e. year levels) over which they should be developed.

Keep in mind that the acquisition of these skills often depends on the maturity and ability level of the individual child. Your task is to ensure that you do not lose sight of the importance of developing these attitudes and skills as you engage in teaching the various subjects in the curriculum.

	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
<b>ATTITUDINAL DEVELOPMENT</b>						
<b>1. Building of personality</b>						
Developing autonomy	→	→	→	→	→	→
Learning of socialising skills:						
• communicating with others	→	→	→	→	→	→
• respecting class rules and those associated with other activities	→	→	→	→	→	→
• becoming aware of other cultures and societies both past and present	→	→	→	→	→	→
• being able to identify world problems (hunger, war, etc.) and show concern for them				→	→	→
• carrying out personal duties				→	→	→
• developing an appreciation of and a curiosity for all art forms	→	→	→	→	→	→
• acquiring cultural reference points	→	→	→	→	→	→
<b>2. The desire to acquire knowledge and showing an eagerness to learn</b>						
• being able to use process learning and an experimental approach	→	→	→	→	→	→
• proceeding from the concrete to the abstract				→	→	→
<b>CROSS-CURRICULAR SKILLS</b>						
<b>Space and time concepts:</b>						
• placing oneself in relation to past, present and future	→	→	→	→	→	→
• knowledge of different calendars (e.g. school year, civil year, seasons, etc.)	→	→	→	→	→	→
• acquiring space awareness - known environment to abstract environment				→	→	→
• movement from known space/time to abstract space/time				→	→	→
• developing time management				→	→	→
<b>METHODOLOGY SKILLS</b>						
<b>1. Memory:</b>						
• being able to memorise	→	→	→	→	→	→
• developing memorising skills				→	→	→
<b>2. Work methods:</b>						
• organising one's work	→	→	→	→	→	→
• applying instructions for written work	→	→	→	→	→	→
• carrying a task through	→	→	→	→	→	→
• initiating a personal project				→	→	→
<b>TREATMENT OF INFORMATION</b>						
Children should be able to:						
• gather information through listening	→	→	→	→	→	→
• use a catalogue, glossary, dictionary (adapted), directory, table of contents		→	→	→	→	→
• read a simple graph, plan, map or chart		→	→	→	→	→
• recall and reorganise the information that has been collected			→	→	→	→
• analyse and synthesise				→	→	→
• communicate the process used				→	→	→

---

## **LANGUAGE: YEARS 1 - 6**

### **GENERAL OBJECTIVES**

#### **Language in primary schools should enable children to:**

- communicate with others in the school, Vanuatu society and the world.
- have access to education, specific learning and culture.
- develop their full potential as individuals.
- acquire a general knowledge of matters related to their interests and needs in daily life.
- learn how to learn, so that their education becomes a lifelong process.

### **SPECIFIC OBJECTIVES**

#### **By the end of Year 6 children should be able to:**

- understand and apply appropriately the basic rules of language.
- pronounce, understand, spell and use appropriately a vocabulary of at least one thousand head words.
- know how to listen to others and take part in their conversation.
- obtain and give information in spoken and written forms.
- express clearly their feelings, needs and opinions in speech and writing.
- obtain and use information critically in order to solve problems.
- write logically ordered and grammatically accurate sentences and paragraphs in order to create imaginative, descriptive and narrative prose of at least 150 words in length; and also short poems.
- comprehend and summarise short spoken and written texts and make notes.
- read books with understanding and pleasure and thus grow in knowledge, culture and maturity.
- respond as individuals to stories, plays, poems, films and pictures.

## LANGUAGE: SCOPE AND SEQUENCE

	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
<b>LISTENING</b>						
1. Distinguishing sounds	→	→	→			
2. Being able to listen to and understand audio input in a variety of forms, contexts and registers	→	→	→	→	→	→
3. Being able to listen to and understand a variety of messages from different media such as radio and taped stories	→	→	→	→	→	→
<b>SPEAKING</b>						
1. Pronouncing clearly and accurately	→	→	→	→	→	→
2. Performing a range of functions such as asking for and giving information and opinions, expressing needs, emotions, likes and dislikes, and thanks	→	→	→	→	→	→
3. Being aware of different registers	→	→	→	→	→	→
<b>READING</b>						
1. Knowing the different written media and their uses and realising the relationship between oral and written language	→	→	→	→	→	→
2. Being able to read and understand a variety of texts such as books, stories, newspapers, maps, timetables, poems, posters	→	→	→	→	→	→
3. Reading aloud correctly with regard to punctuation, expression, intonation and phrasing	→	→	→	→	→	→
4. Silent reading		→	→	→	→	→
<b>HANDWRITING</b>						
1. Fine motor skills required for handwriting such as scribbling, patterns, colouring (finger exercises, shapes, modelling)	→	→				
2. Letter formation (writing the alphabet, upper and lower case)	→	→	→			
3. Cursive script		→	→	→	→	→
4. Copying accurately	→	→	→	→	→	→
<b>WRITING</b>						
1. Writing sentences and paragraphs for meaningful communication (for example personal accounts, short stories, descriptive or narrative writing, letter writing and expository writing)	→	→	→	→	→	→
2. Self correction using a simple dictionary					→	→
3. Writing for pleasure			→	→	→	→
4. Composing in a logical and organised way				→	→	→

**LANGUAGE STUDY**

**A. Grammar**

In Years 1 and 2 there is no explicit teaching of grammar. Rather, the grammar involved will be implicit. The explicit teaching of grammar begins in Year 3.

*Skills*

Children should be able to:

• recognise upper case letters and punctuation	→	→	→	→	→	→
• recognise and use simple sentences	→	→	→	→	→	→
• transform simple sentences			→	→	→	→
• use declarative, negative and interrogative sentences	→	→	→	→	→	→
• recognise and transform declarative, negative and interrogative sentences			→	→	→	→
• use complex sentences		→	→	→	→	→
• recognise complex sentences				→	→	→
• transform complex sentences					→	→
• use parts of speech	→	→	→	→	→	→
• recognise and name the principal parts of speech			→	→	→	→
• use regular comparative and superlative adjectives		→	→	→	→	→
• recognise regular comparative and superlative adjectives				→	→	→
• use and recognise irregular comparative and superlative adjectives				→	→	→
• apply the rule of agreement between subject and verb			→	→	→	→
• use time markers	→	→	→	→	→	→
• use present, past, future, continuous and conditional forms of verbs	→	→	→	→	→	→
• use the active and passive voices	→	→	→	→	→	→
• express conditions ('if' clauses)	→	→	→	→	→	→

**B. Spelling**

In Year 1 there is no explicit teaching of spelling. This begins, with simple words only, in Year 2.

*Skills:*

Children should be able to:

• use upper case letters and punctuation	→	→	→	→	→	→
• recognise and use the different sounds of the English language	→	→	→	→	→	→
• memorise and be able to reproduce common words in writing	→	→	→	→	→	→
• distinguish common homonyms and homophones			→	→	→	→
• recognise number and gender		→	→	→	→	→
• recognise and correct spelling mistakes				→	→	→

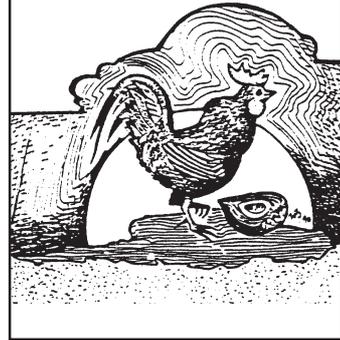
**Leitau's Turtle**



Eunice Simbolo  
Illustrated by David Tovovur  
Department of Education  
Republic of Vanuatu

**My  
Rooster**

Nanette Vakessa  
Illustrated by Jean William



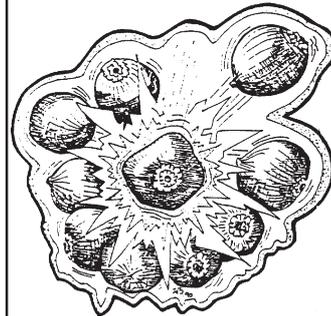
**Kesu from Tongoa**



Ismail Pakoa  
Illustrated by Jean William

**Ten Brown Coconuts**

Kaitaha Neribo



Illustrated by Jean William  
Department of Education  
Republic of Vanuatu

*Some of the titles in the Vanua Readers series of reading books produced for primary schools by the Department of Education.*

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## MATHEMATICS: YEARS 1 - 6

### GENERAL OBJECTIVES

**Mathematics in the primary school should enable children to:**

- develop a positive attitude towards and gain pleasure from doing mathematics.
- become aware of the mathematics all around them in everyday life.
- become numerate members of their community.
- become aware of the uses of mathematics in the traditional ni-Vanuatu way of life in the past, present and future.
- develop sufficient skills to participate in a work environment, either in formal employment or in the family and village.
- develop a basis of sound mathematical skills and understanding for further learning.
- recognise and use mathematical patterns and relationships in solving problems.
- appreciate the power of mathematics in solving problems.
- experience mathematics as a challenge.
- develop strategies for solving problems.
- estimate, approximate and be alert to the reasonableness of results.
- become aware of the role played by mathematics and technology in a changing world.

### SPECIFIC OBJECTIVES

**By the end of Year 6 children should be able to:**

- understand the structure of the number system and handle numbers up to one million, as well as the concepts of face value, place value, cardinality and ordinality.
- process mathematical data mentally and recall basic facts.
- understand and use the four operations and correct order of operations with whole numbers in both calculations and everyday problems.
- understand and use the concepts of space and spatial relations - lines, regions, drawings, shapes, solids, angles, patterns, directions.
- understand and use the concepts of measurement relating to money, length, time, mass/weight, area, volume and capacity, including measuring and reading scales.
- understand the magnitude of common fractions and apply them to simple practical situations.
- understand and use the decimal fraction system, particularly in relation to measurement.
- understand and use percentages in practical problems.
- understand and construct simple graphs and read timetables, tables and charts.
- understand and use simple ratio and proportion in practical problems.

## MATHEMATICS: SCOPE AND SEQUENCE

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
N U M E R A T I O N	Numeration	→	→	→	→	→
		Cardinal/ ordinal numbers	→	→	→	→
			Number order	→	→	→
					Decimals	→
					Roman numerals	→
			Fractions	→	→	→
	Operations	→	→	→	→	→
	Tables/mental calculation	→	→	→	→	→
Decomposition	→	→	→	→	→	
Problems	→	→	→	→	→	
				Proportion	→	→
G E O M E T R Y	Topology	→	→	→	→	→
	Solids	→	→	→	→	→
	Plane shapes	→	→	→	→	→
	Tessalation	→	→	→	→	→
	Geometric drawing	→	→	→	→	→
		Symmetry	→	→	→	→
			Angles	→	→	
M E A S U R E M E N T	Length	→	→	→	→	→
	Mass	→	→	→	→	→
	Money	→	→	→	→	→
	Time	→	→	→	→	→
		Capacity	→	→	→	→
				Area	→	→
				Volume	→	→
					Statistics	→
						Density

---

## **GENERAL STUDIES: YEARS 1-6**

### **GENERAL OBJECTIVES**

**General Studies in the primary school should enable children to:**

- become healthy, informed and contributing members of their families, communities and nation.
- develop an understanding of the past, present and future of the nation and the Pacific region.
- learn about the Vanuatu National Government and its democratic foundations and become aware of their rights and duties as citizens.
- learn about local government at the village, island and town levels.
- learn about countries outside the Pacific region.
- become aware of nature and science as it affects them in their daily lives.
- understand, develop and protect the environment in which they live.
- understand that Vanuatu is a nation based on Christian principles.

### **SPECIFIC OBJECTIVES**

**By the end of Year 6 children should be able to:**

- recognise common animals and their habitats and their relationship to the environment.
- recognise common flowers, plants and trees and their relationship to the environment.
- understand the factors that go towards maintaining and reserving the environment in which they live.
- understand the concepts of climate and weather.
- understand simple natural and physical science principles and facts which are part of their environment.
- understand the history of Vanuatu and its relationship through time with its South Pacific neighbours.
- understand the geography of Vanuatu, the map of the nation, islands, towns and villages.
- understand and respect traditional and modern customs and social living in both urban and rural situations.
- understand the democratic process and the structure of national and local government.
- understand their role as global citizens.
- recognise the role of health and nutrition in making them physically and mentally fit.
- work productively in both traditional and modern gardens.
- apply Christian beliefs and principles in their everyday lives.

## GENERAL STUDIES: SCOPE AND SEQUENCE

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
OUR ENVIRONMENT	LIVING THINGS	Familiar plants and animals • Recognition	→ → • Useful plants and animals	→ → → • Classification	→ → → → • Simple structure	→ → → → • Growth, development, reproduction	→ → → → • Adaptation to their surroundings
	MATTER	Solid, liquid and gas	→ • Soil, air and water are needed for growing plants	→ → • Water-cycle and weathering of rocks	→ → • Rocks and soil	→ → → • Volcanoes and earthquakes	→ → → • Stars and planets
	ENERGY	The weather	→ • The sun keeps us warm and healthy	→ • People and energy	→ → • Wood and gas as fuels	→ → • Different forms of energy	→ → → • Conservation of energy
	INTERDEPENDENCE	People need • Food, water, air, shelter and energy	→ • Plants use sunlight to grow	→ → • Simple food chain	→ → → • Living things need resources	→ → → • Population and pollution	→ → → → • Conserving our environment
OUR COMMUNITIES	HOW COMMUNITIES WORK	• Me, my family and my home  ←	→ • My class, my school and my village	→ → • Towns, islands and people of Vanuatu	→ → • Melanesian countries, peoples and customs	→ → • Other Pacific countries and peoples	→ → • People of other countries
	OUR ROLES AND RESPONSIBILITIES	• Before going to school	• Community responsibilities	• Our roles as ni-Vanuatu citizens	→ • Making a living in Vanuatu	→ → • Building a nation within a Pacific community	→ → → • The global community
OUR NEEDS		• Health, Nutrition and Agriculture (see booklets for details)					
RELIGIOUS INSTRUCTION		• Stories from the Bible and relevant activities					

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## **ARTS: YEARS 1 - 6**

### **GENERAL OBJECTIVES**

**The Arts in the primary school should enable children to:**

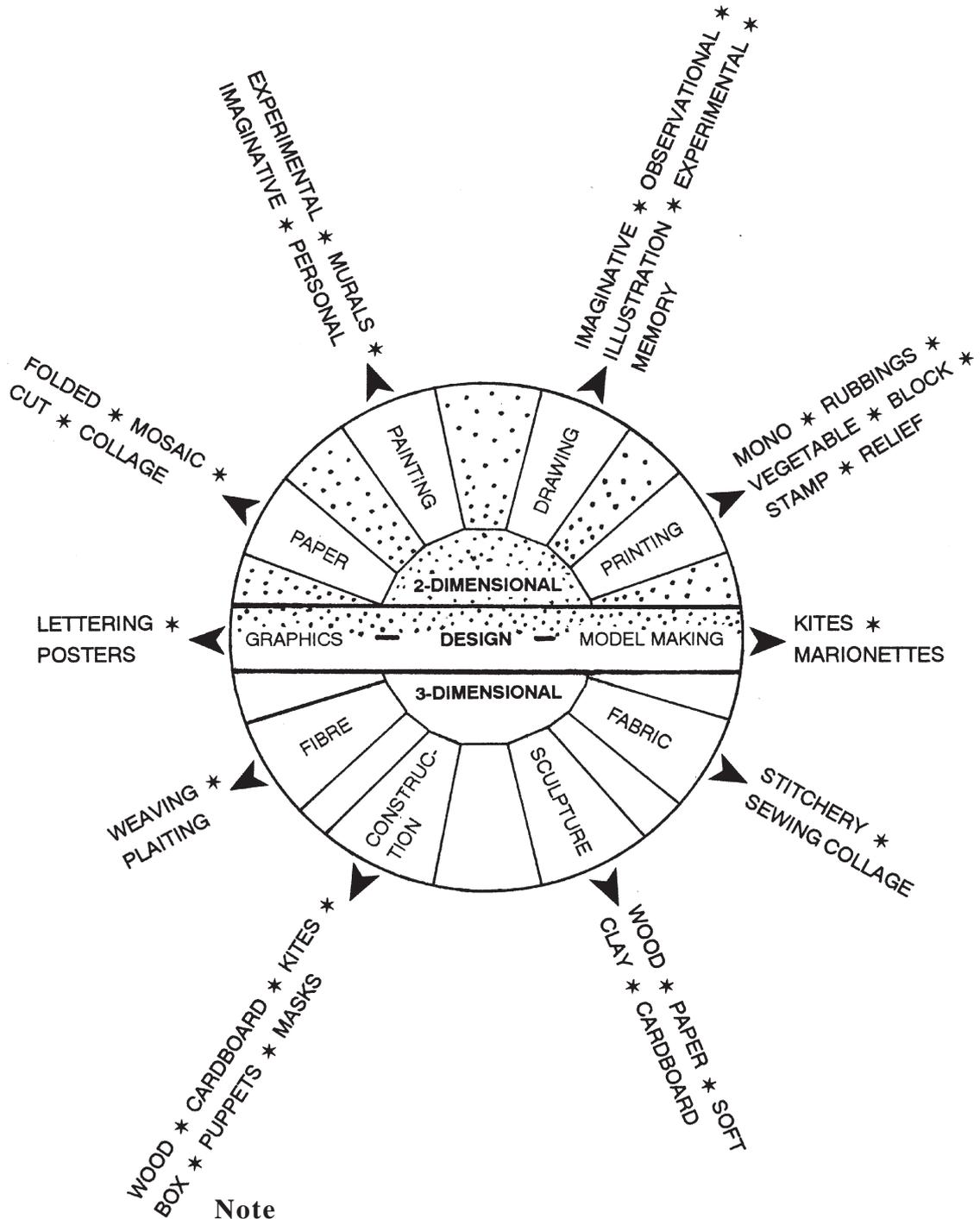
- develop and encourage an interest in local arts and in arts from other countries.
- respect, understand and preserve the cultural traditions of Vanuatu through the arts.
- develop a life-long participation in and enjoyment of the arts
- learn to make some traditional crafts of Vanuatu.
- develop their natural creative ability and skills in the two-dimensional and three-dimensional areas of the visual arts.
- develop their natural creative ability and skills in the three areas of the performing arts: dance, drama and music.
- appreciate, enjoy and participate in the music, dance and drama of Vanuatu throughout their lives.
- learn to make and listen to music.
- learn to sing songs from Vanuatu and other countries.
- learn and perform local dances as well as dances from other countries.
- experience drama through performance and as a spectator.

### **SPECIFIC OBJECTIVES**

**By the end of Year 6 children should be able to:**

- use a range of materials and techniques with skill and confidence , independently and in group situations.
- think imaginatively in order to raise questions, solve problems, experiment, discover and invent.
- understand the significance of arts in their own culture.
- respond to their experience in ways that enrich their sensory, emotional, spiritual and intellectual awareness.
- sing clearly with expression.
- make and play musical instruments.
- listen, be critical and identify different elements and styles in music.
- express themselves orally and physically with confidence in front of an audience.
- communicate their ideas and feelings through a variety of drama expressions.
- perform freely a variety of cultural and modern dances.

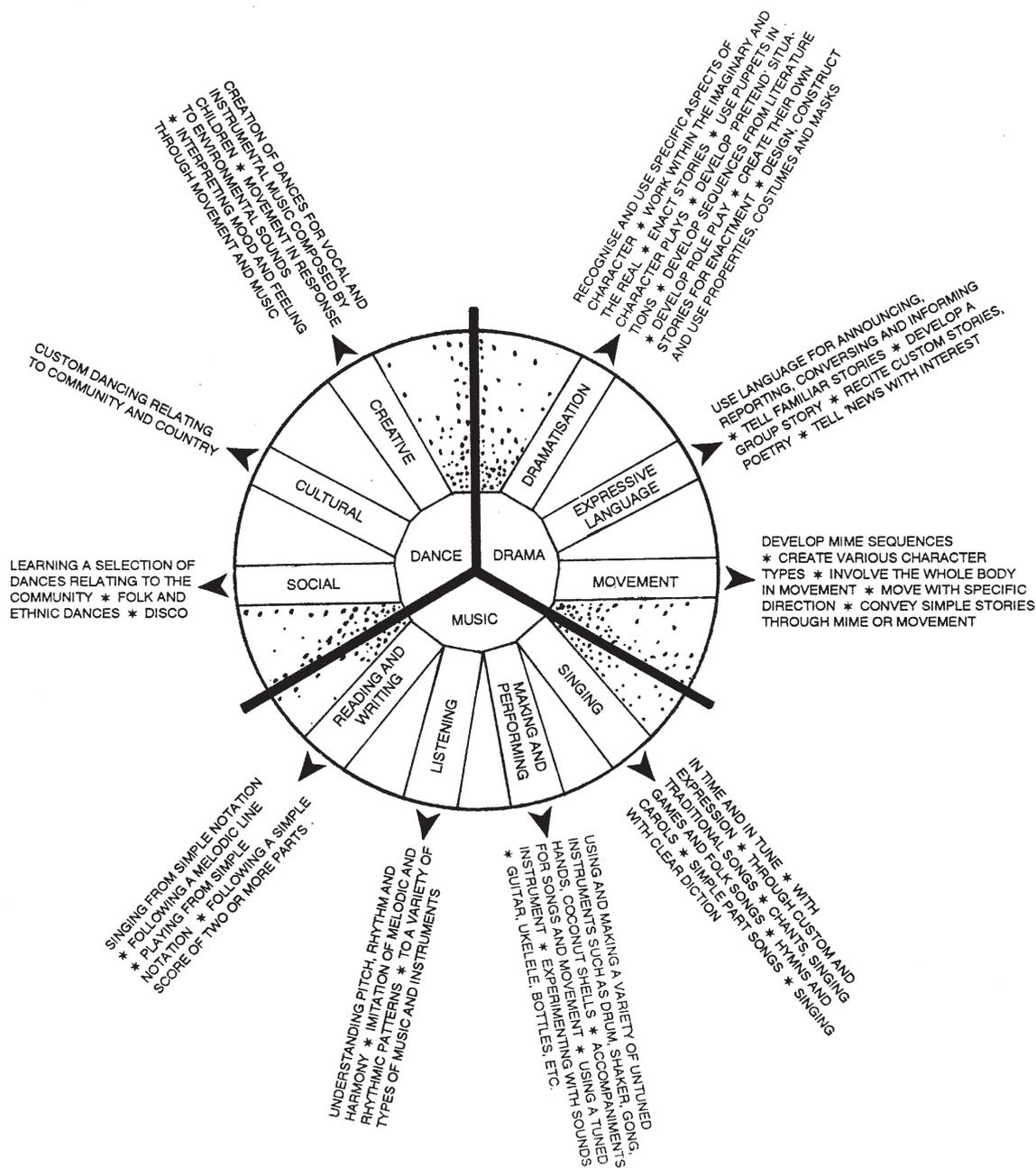
## ARTS: SCOPE AND SEQUENCE - VISUAL ARTS



### Note

1. In each school year children should have the opportunity to experience activity in the design, two-dimensional and three-dimensional areas. Continuing and sequential experiences of increasing complexity are needed in the arts for significant child development.
2. Two-dimensional and three-dimensional activities are included in 'design'.

## ARTS: SCOPE AND SEQUENCE - PERFORMING ARTS



### Note

- Throughout each year children should have learning experiences in dance, drama and music.  
For the performing arts to contribute significantly to child development, sequential learning of increasing complexity is essential through Years 1 to 6.
- Dance, drama and music are often taught together.

# PRINTMAKING

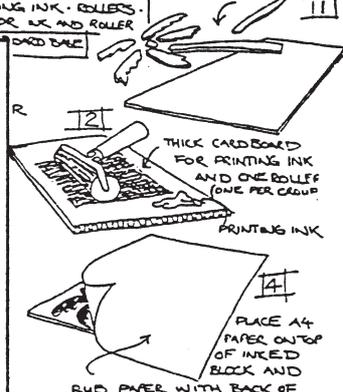
CARDBOARD RELIEF PRINTING WITH PRINTING INKS

Y5-6

**NEEDS:**

CLASS: CARDBOARD - REPAIR KIT OR PVA - SCISSORS - PRINTING INK - ROLLER - THICK CARD BOARD FOR INK AND ROLLER - EACH CHILD NEEDS ONE SMALL CARD BOARD

CUT OUT SHAPES AND GLUE TO CARDBOARD PAGE



# FIBRE & FABRIC

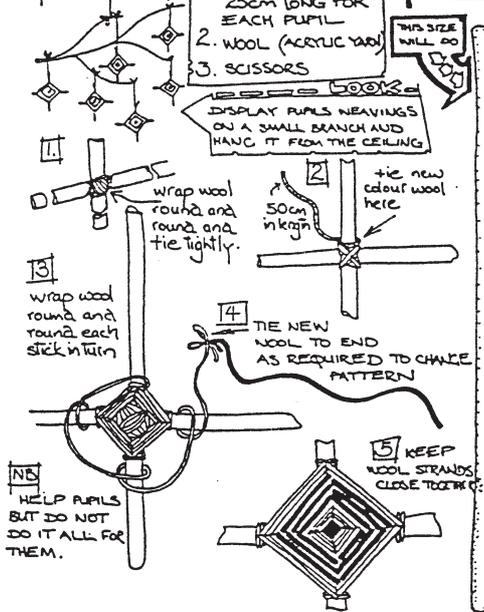
OFF LOOM WEAVING

**NEEDS**

1. TWO STICKS ABOUT 25cm LONG FOR EACH PUPIL
2. WOOL (ACRYLIC YARN)
3. SCISSORS

Y1-2

DISPLAY PUPILS WEAVINGS ON A SMALL BRANCH AND HANG IT FROM THE CEILING



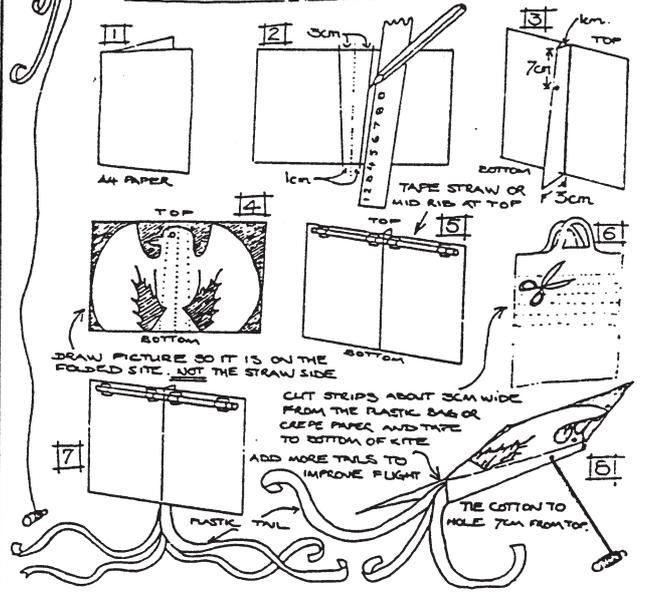
# CONSTRUCTION

A KITE MADE FROM A4 PAPER

Y3-4

**NEEDS FOR EACH PUPIL:**

- ONE SHEET OF A4 PAPER
- ONE DRINKING STRAW OR MID RIB FROM COCONUT LEAF
- SOME CAPE PAPER OR PLASTIC SHOPPING BAG
- CRAYONS OR COLOURED PENCILS OR FELT PENS
- SOME COTTON - SELLO TAPE



Examples of pages from the Arts Teacher's Guides for Years 1 - 6

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## **PHYSICAL EDUCATION: YEARS 1-6**

### **GENERAL OBJECTIVES**

**Physical Education in the primary school should enable children to:**

- understand the importance of exercise, mental fitness, rest and the right kind of food for the development of a healthy body.
- develop natural coordination and motor skills in order to enjoy, to the best of their ability, physical activities at work and leisure.
- develop appropriate styles of movement through physical activities.
- take advantage of and enjoy their physical environment.
- take part in games and sports in order to develop social confidence and competence.
- develop a sense of fair play, loyalty and teamwork through sport and games.
- learn to play traditional ni-Vanuatu games and to improvise equipment for this purpose.
- experience physical activity with dance, music and drama where appropriate.
- understand the idea that healthy individuals are the foundation of a healthy society.
- learn to play international sports and games.

### **SPECIFIC OBJECTIVES**

**By the end of Year 6 children should be able to:**

- understand the relationship between health, fitness and lifestyle.
- maintain a healthy level of physical fitness.
- accept and enjoy physical challenge
- participate confidently and energetically in physical activity and sport.
- respect the rules of games and play in the right spirit.
- play games with a degree of skill and success.
- swim and rescue someone from the water.
- demonstrate good judgement and coordination in the basic physical skills.
- share and cooperate with less athletically able children.
- demonstrate the importance of proper health and nutrition.

**PHYSICAL EDUCATION: SCOPE AND SEQUENCE**

	<b>YEARS 1 - 6</b>
<b>FITNESS</b>	<ul style="list-style-type: none"> <li>• Aerobic endurance: running, hopping, skipping, jumping</li> <li>• Strength: partner activities</li> <li>• Joint mobility: exercises</li> </ul>
<b>GAMES</b>	<ul style="list-style-type: none"> <li>• Ball awareness: kicking; stopping and fielding; bouncing and catching; rolling; hitting; throwing and catching</li> <li>• Using ropes</li> <li>• Team sports</li> <li>• Attention and sensory education</li> <li>• Mastery - techniques - teams - team spirit</li> </ul>
<b>ATHLETICS</b>	<ul style="list-style-type: none"> <li>• Sprinting: short distance running</li> <li>• Jogging: long distance running</li> <li>• Jumping: long; high; hop, step and jump</li> <li>• Throwing: ball</li> </ul>
<b>WATER ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Adjustment to the water; making shapes in the water; walking; splashing</li> <li>• Buoyancy: floating and submerging</li> <li>• Skill building: kicking, gliding, face down, on back</li> <li>• Swimming: breaststroke, crawl, backstroke</li> <li>• Rescuing from water</li> </ul>
<b>MOVEMENT</b>	<ul style="list-style-type: none"> <li>• Space awareness: moving within boundaries</li> <li>• Balance: on small and large body parts</li> <li>• Climbing: hanging, swinging</li> <li>• Locomotion: using feet, hands, walking, running, etc.</li> <li>• Mobility and strengthening: trunk, arms, legs</li> <li>• Lift and carry</li> </ul>

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## GLOSSARY OF TERMS

The meaning of some of the words that appear in this document and which might not be familiar to you are explained below.

<b>adaptation</b>	the ability of organisms to change over time to suit the surrounding conditions
<b>analyse</b>	to examine carefully, find the parts of
<b>appreciation</b>	judgement, estimation
<b>appropriate</b>	suitable to the subject being considered
<b>approximate</b>	very near, fairly correct
<b>arts</b>	the title used to include the subjects art, craft, dance, design, drama and music
<b>aspirations</b>	desires, ambitions, hopes
<b>assessment</b>	judgement of a child's performance, by tests or other methods
<b>atmosphere</b>	(i) a feeling or general impression; (ii) gases surrounding the earth
<b>attitudes</b>	the opinions about life and society which affect people's behaviour
<b>aural</b>	of the ear, hearing
<b>beliefs</b>	what one believes
<b>citizens</b>	people who belong to a country, island, town or village
<b>collage</b>	a picture composition made from a combination of materials such as newspaper, cloth, etc
<b>communicate</b>	to talk with people (including children) and exchange ideas and information
<b>community</b>	a group of people living or working together
<b>competence</b>	ability or skill at a particular activity
<b>comprehend</b>	understand
<b>concept</b>	an idea
<b>conservation</b>	caring for the diverse organisms and resources of the environment
<b>content</b>	the subject matter that is to be taught
<b>coordination</b>	(i) the bringing together of people to achieve a common aim; (ii) the act of making parts of the body work together
<b>creative</b>	the ability to make or develop something imaginative or new
<b>critical</b>	judging something to show its strengths and weaknesses
<b>culture</b>	certain beliefs, ideas, things that a group has that make it different from other groups
<b>curiosity</b>	the desire to know
<b>curriculum</b>	the whole course of study - everything that makes up what is taught in primary school
<b>data</b>	information: usually figures and facts
<b>democratic</b>	a system of management or government in which people

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	have choices and participate in choosing their leaders and in making decisions
<b>description</b>	written or spoken explanation of events
<b>Design</b>	a subject within the Visual Arts which covers graphic, environmental, fashion and product design
<b>dictation</b>	saying aloud what is to be written down
<b>diverse</b>	different or varied
<b>economic</b>	concerned with finance, business, money or saving resources
<b>elements</b>	basic things or qualities
<b>emotional</b>	having strong feelings about something
<b>energy</b>	the capacity for doing work; energy exists in various forms such as nuclear, kinetic, electrical, etc
<b>enhance</b>	to make stronger, better or to improve
<b>environment</b>	surroundings or living space
<b>estimate</b>	a close guess at the size or amount of something
<b>evaluation</b>	ways used to measure the effectiveness of a curriculum or subject <b>formative evaluation</b> - ways used to measure the effectiveness of a curriculum or subject during its various stages <b>summative evaluation</b> - ways used to measure the effectiveness of a curriculum or subject after completing it
<b>external influences</b>	outside influences such as parents who may influence what happens in a school
<b>facts</b>	things known to be true
<b>fair play</b>	playing according to the rules and also in a friendly way
<b>feelings</b>	emotions or sensations about something or someone
<b>flexible</b>	able to change; not fixed in ideas or action
<b>fundamental</b>	serving as the base, the essential rule or principle
<b>global</b>	worldwide, overall
<b>goals</b>	the objects of some effort
<b>habitat</b>	natural home of a plant or animal
<b>heritage</b>	things of value that a nation, community or individual has inherited from the past
<b>imaginative</b>	mentally creative
<b>improvise</b>	make up without preparation or time to think
<b>incorporate</b>	combine, unite
<b>influence</b>	action exercised by one person or thing over another
<b>in-service</b>	further training while working in a position, such as in-service training for teachers
<b>integrate</b>	complete, combine parts into a whole
<b>intellect</b>	the mind
<b>interaction</b>	things or people acting on each other
<b>interdependent</b>	things or people needing each other's help and thus depending on each other

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<b>international</b>	something belonging to, or carried out between two or more countries
<b>knowledge</b>	what one knows, the total of what is known
<b>leisure</b>	spare time for a choice of activities
<b>linguistic</b>	of the study of languages; of speech
<b>literacy</b>	ability to read and write to a certain level
<b>logic</b>	method of reasoning
<b>loyalty</b>	faithfulness; being true to a person or idea
<b>magnitude</b>	size of an object
<b>marionette</b>	a puppet moved by strings
<b>matter</b>	the substance or stuff of which all physical things are composed
<b>maturity</b>	the stage of being fully developed, adult
<b>meaningful</b>	the idea is clear and important
<b>memorise</b>	learn by heart (by rote)
<b>methodology</b>	the way in which a subject is taught
<b>mime</b>	acting without speaking but using gestures and body movements
<b>mosaic</b>	a picture or decoration made of small pieces of glass or stone etc. of different colours, inlaid to form a design
<b>motivation</b>	gaining the initial interest of children in a lesson
<b>motor skills</b>	skills of the body and its mechanisms
<b>mural</b>	a painting or drawing or decoration done on a wall
<b>narrative</b>	story or tale
<b>nation</b>	group of people united by a common government
<b>natural phenomena</b>	events created by nature such as thunder and lightning
<b>Natural science</b>	biology (people, animals, birds, plants, etc.) and geology (structure of land and sea)
<b>numbers</b>	<b>cardinal numbers</b> - the actual number itself, e.g. 32, 3, 57 <b>ordinal numbers</b> - the position of one number in relation to the other e.g. 32 is the first, 3 the second, and 57 the third number as written above
<b>numeracy</b>	the ability to operate with numbers to a certain level
<b>nutrition</b>	the life-values of food; the giving or receiving of nourishment
<b>objectives</b>	<b>general objectives</b> - a set of statements of what you intend to do in a broad way in a subject <b>specific objectives</b> - a set of statements of what you intend to do in a very detailed way in a subject
<b>oral</b>	spoken, by word of mouth
<b>participate</b>	to take part in
<b>pattern</b>	a regular design or a model to copy from; for example, a dress pattern
<b>Performing Arts</b>	a term used to include dance, drama and music activity

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<b>physical</b>	using the body for movement
<b>Physical science</b>	physics (matter and energy) and chemistry (elements, compounds and their behaviour)
<b>practical</b>	shown in actions rather than words or ideas
<b>preserve</b>	keep the same or keep safe
<b>principles</b>	basic truths or rules for guidance
<b>professional development</b>	further education or courses taken during a career to develop a teacher's skills
<b>prose</b>	ordinary written or spoken language, not verse or poetry
<b>reasonableness</b>	an awareness of the sense of an answer - is it close to a real answer?
<b>reconstruct</b>	build again
<b>relationships</b>	connections between persons or things
<b>relevant</b>	connected with the matter or question being discussed
<b>resourceful</b>	thinking up ideas, inventive, able to do or make things on your own
<b>rhythmic</b>	moving to the beat and rhythm of music
<b>rural</b>	of the countryside or village
<b>scope</b>	the full range of the content of a syllabus
<b>sensory</b>	to do with the senses, e.g. sight, hearing, smell
<b>sequence</b>	the order followed in a syllabus
<b>significance</b>	meaning, importance
<b>skills</b>	abilities gained by practice
<b>society</b>	a group of people having some or many things in common
<b>spatial relations</b>	relationships of things in space such as the placement of trees or plants in a garden
<b>strategy</b>	a plan of action
<b>supplement(ary)</b>	make additions to something or give extra information
<b>syllabus</b>	outline of the information to be taught in a subject
<b>synthesise</b>	put together; build up parts into a whole
<b>Teacher's guides</b>	booklets indicating the content of a subject, with information about how to teach it and the order in which it should be taught
<b>teamwork</b>	working together as a team; for example, good teamwork often wins netball or football matches
<b>technique</b>	a way of doing something
<b>technology</b>	advanced, practical information which, for example, helps to build cars, videos, cassette players, etc
<b>three-dimensional</b>	having length, breadth and height, e.g. a box
<b>topology</b>	the part of mathematics that deals with non-measurable properties of things, e.g. insides and outsides, unders and overs, surfaces, shapes and connections, top and bottom
<b>tradition</b>	stories, beliefs and customs handed down from one generation to another
<b>traditional handicrafts</b>	handicrafts that are handed down from one generation to another in a particular society

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<b>two-dimensional</b>	having length and breadth, e.g. a rectangle
<b>unified curriculum</b>	a common curriculum for all ni-Vanuatu children written in both English and French
<b>urban</b>	of the town or city
<b>Visual Arts</b>	a term used for art, craft and design, which covers such things as painting, drawing, print making, sculpture, weaving and pottery
<b>vocabulary</b>	the words a person uses or a list of words with definitions