

**REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION**

PRIMARY SCHOOL CURRICULUM

CURRICULUM GUIDES

PHYSICAL EDUCATION

INFANTS 1 – STANDARD 5

**Curriculum Planning and Development Division
2013**

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Foreword of the Minister of Education



The Ministry of Education sees that education is the key to preparing our country to have a knowledge-driven economy that can be competitive in the region and across the world. It is fundamental to the development of Trinidad and Tobago. We are committed to making human development the central focus of education through the creation of mechanisms for skills-building, life-long learning and institutional strengthening.

Additionally, in this world in which innovation is essential, fostering creativity and higher-order thinking skills in our citizens is an imperative. We recognise too that Literacy and Numeracy are core skills which need to be developed, since these constitute the main areas on which the performance in education of our country is measured.

Within my tenure as Minister of Education, sixteen priority areas have been identified for significant change in the educational landscape of our nation. Our primary sector has been an area of concern, with many of our students not attaining the knowledge and skills necessary for secondary education nor for functioning as young citizens of our nation. The priority areas targeted for intervention at the primary level are: Curriculum Reform, Literacy and Numeracy, Integration of ICTs

in Education, a Continuous Assessment Programme and Improving Infrastructure in Schools. Also significant are the movement of the SEA examination, teacher training and other measures geared toward improving academic performance. All these initiatives work together to bring our primary sector to a quality that will support the requirements for a world-class education for each of our children. Within this context, the primary curriculum has been rewritten in order to prepare our children for successful living in the 21st century. The principles underlying this project were:

- The belief that curriculum reform must address the needs of 21st century development and the labour market needs of the society, as well as build the foundation for responsible citizenship and ensure the optimisation of multiple talents, including the arts and sports.
- The creation of a learning system that accommodates all types of learners, not limited to the academically gifted.
- The strengthening and enhancement of the cognitive, social and psycho-motor skills learnt at the primary level for a seamless transition to the secondary level.

The new primary curriculum has been carefully designed and developed in accordance with international best practice and in accordance with these requirements. This curriculum will meet the needs of our country's development through the achievement of the full potential of each child.

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The National Curriculum Framework

INTRODUCTION

This curriculum framework is intended to outline the nature and purpose of the curriculum as well as the parameters for consistent curriculum implementation throughout primary education in Trinidad and Tobago. The document sets out the principles that govern and guide teaching and learning. The term 'curriculum' is used in this document to describe the sum total of the planned experiences which occur within that environment, and which were designed to foster children's learning and development. These include activities, and events, with either direct or indirect impact upon the child.

A clear understanding of the nature, role and function of the national curriculum for Trinidad and Tobago is a critical part of the whole positive transformation of education to provide a seamless pathway for all students through the system of teaching and learning. This framework provides the basis for the new primary integrated curriculum, which includes specification of subject-areas selected to maximize twenty-first century learning in a student-centred innovative education system in Trinidad and Tobago. The components which are fundamental to transformation of primary education at this point in time form the underlying concepts which guided the development of the curriculum and give direction to teaching and learning. They are of particular importance to the development of our students and of our

nation because they establish common understandings about teaching and learning. These understandings inform how all schools are expected to focus on the achievement of the goals laid out by the Ministry of Education for a future-oriented inclusive education for all. For Trinidad and Tobago, the National Curriculum Framework becomes the basis for all education and curriculum decision-making, including the design, development and implementation strategies for a new system of teaching and learning covering those critical seven years of education. The statement of outcomes for students are a key part of this education framework and forms the basis for all subsequent decisions about teaching and learning, content, pedagogy and assessment. These must work towards fulfilling the vision for successful students and future citizens of our nation.

In order to establish common ground and ensure that the curriculum can be implemented as designed, a set of foundational principles needs to be established. This National Curriculum Framework establishes a consistent foundation for learning that is undergirded by the vision, mission and the five value outcomes for all children as detailed by the Ministry of Education. Given that this is the agency with ultimate responsibility for the education, care and well-being of every learner in the country, the National Curriculum Framework and the curriculum

that devolves from it essentially provide the basis for all teaching and learning activity.

Part of that foundation is the recognition that a curriculum is both product and process, and that any new curriculum materials needs to reflect those notions in the design. Furthermore all curriculum design, development and implementation must be guided by the existing vision, mission and five value outcomes for education in the country. Finally, the foundation must ensure that all curriculum activity, including implementation at the classroom level, functions within the guiding principles of education established by the Ministry of Education. It must also be stated that the guiding principles of the

Ministry of Education were developed after extensive stakeholder dialogue and sound analysis of the current societal and national requirements.

For an effective and relevant twenty-first century process of teaching and learning, these guiding principles are an indicator that the Ministry of Education seeks to place education in Trinidad and Tobago alongside, if not ahead of international best practices. The Ministry of Education has established an *Education Sector Strategic Plan 2011-2015* to achieve the goals of quality, innovative, challenging, flexible education for all, and has begun an investment in human and material resources to achieve this outcome in a purposeful and timely fashion.

BACKGROUND

In order to effectively administer the formal education sector, and ensure that every child has the best opportunity to learn, the Ministry of Education provides direction and guidance based upon sound educational theory and practices together with a considerations from extensive stakeholder consultations. In 2011 the Ministry of Education conducted two national consultations on the primary education curriculum, along with 7 district consultations and one in Tobago. Information received from these stakeholder consultations informed the direction and decisions of the Ministry of Education to better meet the requirements of education at the primary level. Alongside this, a detailed, critical examination of current practice, both within and outside the country was conducted to identify elements that contribute to a quality education.

A detailed and comprehensive plan to revise and update all components of the teaching learning system to new internationally accepted standards emerged. Part of this transformation involved reviewing and assessing current curriculum documentation and practices. A professional review and assessment of the previous curriculum documents was completed, and recommendations were presented to guide the development of the new curriculum framework. A new standard for teaching and learning, which is evident in international best practice, shows that at lower grade level, children learn best when presented with knowledge, skills and values that are integrated and thematically organized. The integration of subject matter and skills or cross-subject connections is an important feature of the design, development, and implementation of the new curriculum.

Integration does not mean that the subject areas disappear. In fact, the subject areas have become pillars and supports for innovative and transformative learning experiences covering these critical seven years of formal education. This new twenty-first century curriculum for Trinidad and Tobago provides every opportunity for the child to learn, master new important skills, and develop character and values that are

critical to their role as productive, caring and responsible citizens, locally, regionally and internationally. This new integrated, innovative, flexible curriculum provides learners with a journey of inquiry and discovery. This integrated thematic curriculum will place Trinidad and Tobago's education system on par with international leaders in the education arena.

DEFINITION

The term 'curriculum' has several meanings, depending on the context and the perspective of curriculum theory that is applied to the definition. Most theories concur that there are four fundamental components within definitions of curriculum:

- Curriculum as the transmission of a body of knowledge.
- Curriculum as product - defined by the ends or achievements expected.
- Curriculum as process.
- Curriculum as praxis

There is little advantage to debating the differences embedded in these views of curriculum. It is however very useful to agree on a basic perspective that guides the process of developing an effective education system that has a well-designed and developed curriculum. It is useful, for example, to see the new curriculum as part of a clearly delineated guide for all learning which is planned and organized by the education system, whether it is carried out in groups, individually, within or outside the school.

By suggesting that a curriculum provides a detailed learning plan and guide, we are also stating that the curriculum specifies precisely what outcomes we anticipate that all learners will achieve as well as how they will achieve those outcomes. The new curriculum articulates a series of sequenced general learning outcomes which are elaborated through subject outcome statements. Abundant guidance is provided in planning units of work, individual teaching learning activities and includes samples of activities developed to ensure that a measure of fidelity in the implementation of the curriculum is maintained. In this respect, the Ministry of Education has established a body of learning outcomes which collectively define the vision of what knowledge, skills and dispositions a twenty-first century learner at the Primary level in Trinidad and Tobago should possess. These outcomes are the key guiding principles underpinning the new infant and primary curriculum and thus underpin the whole education system, ultimately guiding what happens in schools and classrooms.

FOUNDATION OF THE NATIONAL CURRICULUM

Vision

The Ministry is leading a quality education system that responds to the diverse needs and requirements of 21st century learners, promotes inclusivity, seamlessness, equity and equality and contributes to human capital and sustainable development.

Table 1: Vision of the Ministry of Education

Effective curriculum requires a very clear direction. In Trinidad and Tobago the Ministry of Education has articulated its view of education which establishes the mandate for education. In the establishment of policy and principles for education on a national level all decisions are informed by the vision and mission for the system. All curriculum development, from the

and intended learning experiences for the classroom in the curriculum guide.

In Trinidad and Tobago, the current focus is on the design and development of primary curriculum, which, as noted above is governed by the principles established in this Curriculum Framework.

One of the key elements of this foundation is the Vision for learning which clearly articulates the commitment of the Ministry to meet the needs of learners. A forward-looking perspective on what all schools should be facilitating in terms of student achievement is guided by the national curriculum. There is equal clarity regarding a twenty-first century education system functioning to provide the highest standard of education.

Devolving from the Vision, in the Mission statement, the Ministry of Education establishes the mechanism for the realization of the Vision and of what the end product of the anticipated learning experiences

design of a new set of learning guides to implementation at the classroom level is therefore guided by the principles and policies of the Ministry of Education.

The regulatory and guiding principles for education provide the overarching national framework for education. The Ministry of Education, *Education Sector Strategic Plan: 2011-2015*, and other policy documents, establish the design framework for all components of the new curriculum. Principal among these are the vision, mission and the five (5) value outcomes established at the national level for all students, which further guides the formulation of the desired

Mission

To educate and develop children who are able to fulfill their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

Government of Trinidad and Tobago, Ministry of Education, Education Sector Strategic Plan: 2011-2015

Table 2: Mission of the Ministry of Education

will be. The curriculum has elaborated on the stated outcomes for all children with further outcomes both at a general level and more specifically for all subject areas.

The principles by which the Ministry administers the education system to effectively and efficiently achieve the vision, mission and outcomes have been clearly articulated. These guiding principles are essential statements that must govern curriculum design and development, teaching and learning, and the administration of schools if the goals of education are to be achieved. The critical area of focus is on student learning and fidelity to the curriculum which seeks to transform classroom practices to the benefit of each child.

The guiding principles, listed below, are important components in the new curriculum. The principles informed the curriculum design and development process; they will guide teaching and learning at the implementation phase of the curriculum. As we evaluate the curriculum, they will provide reference points to ensure that the desired attributes of education that are important for the nation are being achieved. The new curriculum materials are not static products, but will remain a flexible roadmap designed to effect high quality, relevant learning for all young people well into the future.

<i>Principle</i>	<i>Elaboration</i>
Student Centred	The student is at the centre of everything we do.
Engaged Communities	We engage parents and families as the heart of students' lives and we support and acknowledge them as the primary guides and decision-makers for students. We engage members of local, regional and global communities as active contributors to student learning
Inclusive	We expect all students will learn in a welcoming environment regardless of place, culture, or learning needs.
Proactive	We plan for a desired future, preventing problems instead of reacting to them.
Shared Responsibility	We acknowledge that education is everybody's business and therefore expect teachers, the school and education leaders to collaborate with other government and community organizations to foster student learning
Innovative	We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.
Flexible	We enable meaningful and relevant learning through a range of opportunities appropriate to each student's development stage.
Equitable	We ensure that every student will have the benefit of high-quality learning opportunities.

<i>Principle</i>	<i>Elaboration</i>
Accountable	We explain to the citizens of Trinidad and Tobago the outcomes of our students and our use of funding.
Transformative Leadership	We believe that people with vision and passion can achieve great things. We therefore empower and inspire our staff and stakeholders to create positive and lasting changes in the education system.
Quality	We are committed to meeting our own quality standards that are driven by the requirements of our customers. Each of us takes charge to ensure that these standards are implemented in our individual areas of authority.
Teacher Empowerment	We create the environment for excellence in teaching practice that improves the learning of all students, deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Table 3: Guiding Principles of the Ministry of Education

THE NEW PRIMARY CURRICULUM

The new Primary curriculum envisages preparing our children with the knowledge, skills and dispositions to optimize their own development and ultimately to constitute a caring, respectful and socially conscious citizenry which will competently lead our country onto the world stage. The Curriculum focuses on nine (9) subject areas: Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts, Physical Education, Agricultural Science, Spanish and Values, Character and Citizenship Education. Health and Family Life Education outcomes are distributed and supported by all subjects.

By crafting a new national primary curriculum and addressing the learning needs of all young people through a new approach to teaching and learning, Trinidad and Tobago has established a strong foundation for the desired educational outcomes for our students. The Vision and Mission of the Ministry of Education which seeks to recognize, value and nurture individual abilities and talents requires an integrated, appropriate and relevant twenty-first century set of learning experiences at the heart of the curriculum. This overarching vision and mission remain central to all curriculum design, development and implementation initiatives, and will guide pre-service and in-service

teacher education and training activities that are an essential part of the whole education development, innovation and transformation process.

The world is rapidly changing and knowledge, skills, and values are being demanded of citizens, even while the education struggles to catch up with yesterday's requirements. In the vision, mission and principles statements it is very clear that the Ministry of Education wants to develop an education for the twenty-first century, charting the way for education and the nation to keep pace and move to the front of the international arena. Following on this understanding, the new curriculum has been developed as a flexible tool that focuses on the development of twenty first century skills in learners. The curriculum itself, while providing abundant and detailed guidance to teachers, can be adapted and shaped to individual contexts. Curriculum adaptation is an essential aspect of curriculum implementation that is required to meet the rapidly changing and diverse needs of all learners, so enabling teaching and learning to continue to be relevant and current.

The new primary curriculum is characterised by the following:

- An integrated, thematic approach to teaching and learning in which learning from different subjects is skilfully melded into thematic units and learning/lesson plans. There is a focus on core content, building critical skills and cultivating desirable dispositions in students, rather than rote learning of content and regurgitation on paper and pencil tests. This facilitates for a smooth transition from ECCE into Infants and makes for a pleasurable learning experience for the child, and more effective delivery and retention of content.

- Literacy and Numeracy, significant foundational areas, are built in in all subject areas
- Continuous Assessment is promoted with conscious attention to Assessment for Learning which uses a wide range of classroom assessments to provide feedback and improve student performance
- Differentiated Instruction is supported to enable teachers to use a variety of teaching methods and cater to the learning needs of a range of students
- Infusion and use of Information and Communication Technologies, an indispensable twenty-first competence for students, is built in to all areas
- Focused teaching of Visual and Performing Arts and Physical Education ensures that all children's talents and sensibilities are awakened and developed.
- The introduction of foreign language awareness in a Spanish programme which follows a Foreign Language Exploratory model is present. This focuses largely on oral Spanish, its attendant cultures and exploration of other language experiences in the child's immediate environment.
- A focus on Values, Character and Citizenship is a vital component towards building a strong, tolerant and conscientious citizenry.

As noted, the designed learning experiences outlined in the new curriculum are student-centred, inclusive and capable of guiding implementation of a high quality, engaging, innovative teaching and learning process that satisfies the learning needs of all twenty-first century young citizens of Trinidad and Tobago, the Caribbean region and the globally interdependent and connected world.

A significant part of the mandate required that the curriculum capture current, relevant, interesting and fun teaching and learning experiences. The general and specific outcomes focus on the development of concepts, skills and dispositions in students, including higher-order skills suitably targeted to the developmental level of our young learners. While the design of the new curriculum is new to our education system, it is grounded in sound educational theory and principles. Inherent in the subject matter are carefully considered concepts, skill sand dispositions which are relevant to the development

of students and the needs of our society as espoused by our many stakeholders and educators.

The seven years of the primary experience have been broken down into three key levels each of which has a broad area of focus as to the general outcomes desired for the child at that level and are specified as a general level of student achievement.

Organizational Structure of the Achievement Levels

Level	Title	Grades
Achievement Level One	Love of Learning	Infant One Infant Two
Achievement Level Two	Inquiry and Discovery	Standard One Standard Two Standard Three
Achievement Level Three	Taking Flight	Standard Four Standard Five

Table 4: Levels of the Primary system

The titles of each of the designated levels clearly denote the overarching goal for student learning at each stage. The subject specific outcomes for the various year levels evolve from these. The learning experiences throughout the three levels have been designed to articulate a smooth journey of growth, development, and learning, culminating in a well-rounded, independent learner, ready to embrace secondary education. There are a total of twenty six themes designed to organize all learning experiences through the three achievement levels. The curriculum begins in the Infant year levels with a very strong integrated, thematic approach to learning, and progressively introduces subject areas as discrete organizers of that learning by

Standards Four and Five. While the higher primary year levels have more subject area learning they are not without thematic organization. At those levels, the themes become broader, more complex and challenging, while the nine core subject areas emerge in prominence. This design decision was made to facilitate a smooth and seamless transition from primary into secondary education.

The targeted achievements for all students at the end of each of these three levels are succinctly summarized in Table 5. These attributes are the foundation for all learning interactions in and out of the classroom.

Table 5: Learning Level Achievements

Level 1: Love of Learning <i>Infants 1- Infant 2</i>	Level 2: Enquiry & Discovery <i>Standard 1- Standard 3</i>	Level 3: Taking Flight <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
Be able to communicate needs, ideas, and emotions.	Be able to engage in reflection before communicating needs, ideas and emotions.	Apply healthy interpersonal communication skills to enhance learning, and general interaction.
Make choices to solve simple, personal problems.	To develop thoughtful solutions to problems that occur in interaction with others.	Demonstrate some capacity to pose, as well as solve problems.
Engage learning imaginatively.	Produce imaginative responses to learning problems.	Demonstrate both sequential and connective thinking when encountering problems.
Work with others co-operatively.	Create new meanings through teamwork and	Exhibit some leadership qualities in both

Level 1: Love of Learning <i>Infants 1- Infant 2</i>	Level 2: Enquiry & Discovery <i>Standard 1- Standard 3</i>	Level 3: Taking Flight <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
	collaboration.	learning and social contexts.
Begin to consider the importance of diet, exercise and hygiene.	Practise healthy lifestyle habits	Demonstrate sufficient knowledge of the human body to make healthy lifestyle choices consistently.
Demonstrate basic courtesy in relationship to others.	Observe positive social norms and behaviours.	Achieve a well-rounded sense of self and how to contribute productively to a group.
Recognise that working and playing safely protects everyone.	Demonstrate the ability to temper personal behaviour, in order to contribute to a safe environment for all.	Demonstrate some ability to foresee potentially unsafe behaviours in self and others.
Demonstrate joy in learning.	Demonstrate curiosity and a sense of adventure in conducting simple investigations.	Exhibit the satisfaction that accrues from engagement in learning.
Show sufficient self-confidence to engage in learning and social activities	Through growing self-esteem and initiative, begin to develop their own voice and demonstrate a sense of empowerment	Display self-reliance when working independently.
Behave respectfully toward the environment under supervision.	Understand that individual actions contribute to the environmental health of both local and national communities.	Recognise the symbiotic relationship between self and environment and acknowledge in behaviour that every action has a consequence.
Gather information	Gather, organise and present information	Process information.
Use technologies under supervision.	Explore technology purposefully and safely.	Find and employ technology for particular ends.
Understand the concept of past, present and future.	Explore the past and make connections with the present.	Imagine the future.
Demonstrate fair and equitable play habits.	Understand that social interaction requires giving as well as taking.	Become actively involved in issues involving social justice.

Clearly, students will experience a curriculum that engages and challenges them in a variety of ways that are particularly relevant to their social, political, and economic growth and development in the

information age of the twenty-first century. This primary curriculum seeks to expose and fulfill the potential of each child and to affirm the unique identity and character of the citizenry of Trinidad and Tobago.

COMPONENTS OF THE PRIMARY CURRICULUM

The new primary curriculum comprises three documents that are intended to provide necessary information and support to our public.

Curriculum Guides in 9 subject areas are provided. These specify what is to be learnt by students in an ordered, developmentally appropriate sequence in the form of learning outcomes. Learning outcomes are further categorized as related to the acquisition of Content, or the development of Skills or Dispositions. Further guidance is provided in an Elaboration statement to specify the breadth and depth of what is to be taught and assessed, so that there is a standardized approach to teaching and assessment across the country.

For Teachers' use, a **Teacher's Guide** has been developed. This document provides an overview of the pedagogical practices embraced by the new curriculum, summary descriptions of the themes selected as the vehicle for the teaching and learning material as well as the 5 considerations that are infused throughout the curriculum- Literacy, Numeracy, Assessment for Learning, Differentiated Instruction and Infusion of Information and Communication Technologies (ICTs).

For further support of teachers, an **Instructional Toolkit** has been developed. Within this document, detailed plans of work, samples of activities and rubrics for implementation by teachers are provided. Thematic Unit plans which bring to outcomes from several subjects as well as Learning or Lesson Plans, together with sample activities and rubrics are provided. Learning plans that suggest interesting methods for teachers to address core subject-specifics concepts and skills are also included. At the initial stages of implementation of this curriculum that seeks to transform teaching and learning, abundant samples are provided for teachers. These may be implemented directly or may serve as guides for teachers' development of their own thematic units and lessons. As implementation takes place, opportunities will be provided for teachers to provide their own creative and original approaches to these themes and topics within the toolkit.

TIMETABLE

Within the framework of the new primary curriculum, there are some important notions about the new primary timetable which ought to be specified. These are that:

- 9 subject areas are represented (Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts; Physical Education, Agricultural Science, Values, Character and Citizenship Education and Spanish). HFLE and ICT are infused throughout the subjects.
- 50% of the time is dedicated to ELA and Mathematics, which include Literacy and Numeracy components and are considered to be priority at the lower primary. The other 50 % of the time is to be dedicated to the other 7 subjects. The curriculum documents reflect that balance, so that as outcomes specified

for each year level are covered, the balance of time for subjects is maintained.

- A combination of Thematic Units which combine several subject areas and subject specific core skills are to be taught (as in the Instructional Toolkit). Core skills may be done in preparation for a theme, during a theme or following a theme.
- The timetable is flexible and will be detailed on a weekly basis as teacher's plan for the week is developed. The teacher selects which core skill lessons and which thematic lessons are to be taught each week and presents this in the weekly forecast and evaluation plan.
- In any given week, core skills for any or all subject areas may be taught. One possible illustration of what this may look like is given below:

MON	TUE	WED	THURS	FRI
THEME	CORE SKILLS (MATH)	CORE SKILLS (SOCIAL STUDIES)	THEME	THEME
	THEME	THEME		CORE SKILLS (AGRI.SCI)
CORE SKILLS (SOCIAL STUDIES)	THEME	THEME	THEME	THEME
CORE SKILLS (VAPA)		CORE SKILLS (ELA)	CORE SKILLS (PHYS. ED)	

Table 6: Sample Timetable

Subject Rationale

What Is Physical Education About?

Children spend increasing time watching television, gaming and completing a wide variety of computer tasks. Moreover, the fast food culture and the snack food industries continue to infiltrate schools and homes. The result will almost certainly be a nation of increasingly sedentary students with low fitness levels.

The role of Physical Education is not only to enhance children's physical fitness, but to teach children a variety of motor skills, knowledge and other competencies that will provide the foundation for development of an active lifestyle.

Why Study In This Learning Area?

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take

responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

How Is The Learning Area Structured?

The learning activities in health and physical education arise from the following three strands:

- **Personal health and physical development:** Students develop the knowledge, understandings, and attitudes that they need in order to maintain and enhance their personal health, well-being, and physical development.

- **Movement concepts and motor skills:** Students develop motor skills, knowledge of movement, and positive attitudes towards physical activity as their competencies increase. By learning in, through, and about movement, students become aware that movement is fundamental to human expression.

- **Relationships with other people:** Students develop attitudes that enhance their interactions with others through participation in activities that promote fair play, turn-taking and the willing observance of rules and protocols.

Note: Physical Education moves children out of the classroom often - any field trips, sporting events, or outdoor education programmes must follow safe practice and meet legal requirements.

DRAFT

Primary School Curriculum

Physical Education

Infants 1

PHYSICAL EDUCATION: INFANTS 1

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Movement Skills And Concepts				
<p>1.1.1 Distinguish between general and personal space.</p> <p>1.1.2 Know that the body can move at various levels, directions and pathways.</p> <p>1.1.3 Recognise that the body can bear weight, transfer weight, form shapes and balance on selected body parts.</p>	<p>1.2.1 Explore general and personal space, levels, direction and pathways.</p> <p>1.2.2. Demonstrate weight bearing, weight transference, shapes and balance using selected body parts.</p>	<p>1.3.1 Appreciate and enjoy movement.</p>	<p>1. Demonstrate movement concepts and skills.</p>	<ul style="list-style-type: none"> • Move in personal and general space, at high and low levels, forward, backward sideways, zigzag, curved straight. (1.2.2) • Balance and transfer weight on 1, 2, 3 and 4 body parts and form at least two shapes with the body- appendages, patches, points and extensions. (1.1.3, 1.2.3)
Gymnastic Skills				
<p>2.1.1 Explain V-seat and log roll</p>	<p>2.2.1 Demonstrate the v-seat and log roll</p>	<p>2.3.1 Appreciate and enjoy movement.</p>	<p>2. Perform basic gymnastics skills</p>	<ul style="list-style-type: none"> • Execute the V- seat and log roll with correct form. (2.2.1)
Loco motor Skills				

PHYSICAL EDUCATION: INFANTS 1

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
3.1.1 Explain basic technique in walking, running, jumping	3.2.1 Demonstrate basic technique in walking, running, jumping	3.3.1 Participate willingly in physical activities.	3. Demonstrate basic loco motor skills.	<ul style="list-style-type: none"> • Walk, run and jump using correct hands and feet coordination. (3.2)
Manipulative Skills	4.2.1 Demonstrate basic technique in stopping, bouncing, throwing, catching and striking. 4.2.2 Apply skills in simple game situations.	4.3.1 Participate willingly in physical activities.	4. Demonstrate basic manipulative skills.	<ul style="list-style-type: none"> • Stop a ball using hands. (4.2.1) • Bounce a ball 3 to 5 times consecutively using one hand. (4.2.1) • Throw a ball to a target with one or both hands. (4.2.1) • Catch with both hands. (4.2.1) • Strike a ball using the hands, feet or implements. (4.2.1)
Healthy Habits	5.2.1 Practice drinking water and eating	5.3.1 Develop healthy habits.	5. Engage in practices that promote healthy	<ul style="list-style-type: none"> • Articulate feelings freely. (5.3.2)

PHYSICAL EDUCATION: INFANTS 1

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
breakfast regularly, as well as washing hands and face after physical activity, are healthy habits.	breakfast regularly to be healthy. 5.2.2 Practice washing hand and face after physical activity.	5.3.2 Express feelings that result from participation in physical activities.	choices and physical activities that are beneficial to good health.	<ul style="list-style-type: none"> • Drink water at least three times a day and eats breakfast every day. (5.2.1) • Wash hands after every physical activity as well as before and after every meal. (5.2.2)
<p>Safe Practices</p> <p>6.1.1 Identify safe places to play.</p> <p>6.1.2 Recognise that specific attire is required for Physical Education Classes</p>	6.2 Use suitable attire for Physical Education Classes.	<p>6.3.1 Play in safe places.</p> <p>6.3.2 Suitable attire for Physical Education Classes.</p>	6. Recognise some safety factors and practices associated with physical activities.	<ul style="list-style-type: none"> • Identify at least one criterion of a safe playing area. (6.1.1) • Be always suitably attired for physical education. (6.3.2)

Primary School Curriculum

Physical Education

Infants 2

PHYSICAL EDUCATION: INFANTS 2

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Movement Skills And Concepts</p> <p>1.1.1 Differentiate between the various levels and pathways in which the body can move.</p> <p>1.1.2 Recognise that the body can bear weight, transfer weight, form shapes and balance.</p>	<p>1.2.1 Explore levels and pathways in weight bearing, shapes and balance.</p>	<p>1.3.1 Appreciate and enjoy movement.</p>	<p>1. Demonstrate basic movement skills and concepts.</p>	<ul style="list-style-type: none"> • Make shapes demonstrating various levels and moving along different pathways. (1.2.1) • Bear weight on 1-4 body parts. (1.2.1) • Use different ways of transferring weight (rolling, rocking, step-like, and sliding). (1.1.3)
<p>Gymnastic Skills</p> <p>2.1.1 Explain Stork Stand, side roll.</p>	<p>2.2.1 Demonstrate the Stork Stand, side roll.</p>	<p>2.3.1 Appreciate and enjoy movement.</p>	<p>2. Perform skills in gymnastics.</p>	<ul style="list-style-type: none"> • Execute the stork stand and side- roll with correct form.(2.2.1)
<p>Locomotor Skills</p> <p>3.1.1 Explain basic technique in running and jumping.</p>	<p>3.2.1 Demonstrate basic technique in running and</p>	<p>3.3.1 Participate willingly in physical activities</p>	<p>3. Demonstrate basic locomotor skills.</p>	<ul style="list-style-type: none"> • Demonstrate running and jumping with improved

PHYSICAL EDUCATION: INFANTS 2

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	jumping.			technique. (3.2.1)
Manipulative Skills 4.1 Explain basic technique in throwing, catching, striking.	4.2.1 Practise using equipment appropriately. 4.2.2 Demonstrate basic technique in throwing, catching, striking. 4.2.3 Apply skills in simple game situations.	4.3 Participate willingly in physical activities.	4. Demonstrate basic manipulative skills.	<ul style="list-style-type: none"> • Stop a rolling ball using the feet. • Perform two-hand underhand throw with controlled technique. • Can make a two-hand underhand catch with some measure of control. (4.2.1, 4.2.2, 4.2.3)
Healthy Habits 5.1.1 Recognise that drinking water and eating breakfast regularly, as well as washing hands and face after physical activity, are healthy habits.	5.2.1 Practice drinking water and eating breakfast regularly to be healthy. 5.2.2 Practice washing hand and face	5.3.1 Develop healthy habits. 5.3.2 Express feelings that result from participation in	5. Engage in practices that promote healthy choices and physical activities that are beneficial to good	<ul style="list-style-type: none"> • Articulate feelings freely. (5.3.2) • Drink water at least three times a day and eats breakfast every day. (5.2.1)

PHYSICAL EDUCATION: INFANTS 2

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	after physical activity.	physical activities.	health.	<ul style="list-style-type: none"> Wash hands after every physical activity as well as before and after every meal. (5.2.2)
<p>Safe Practices</p> <p>6.1.1 Identify safe places to play.</p> <p>6.1.2 Recognise that specific attire is required for Physical Education Classes</p>	<p>6.2 Use suitable attire for Physical Education Classes.</p>	<p>6.3.1 Play in safe places.</p> <p>6.3.2 Suitable attire for Physical Education Classes.</p>	<p>6. Recognise some safety factors and practices associated with physical activities.</p>	<ul style="list-style-type: none"> Can identify at least one criterion of a safe playing area. (6.1.1) Is always suitably attired for physical education. (6.3.2)

Primary School Curriculum

Physical Education

Standard 1

PHYSICAL EDUCATION: STANDARD 1

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Movement Skills And Concepts 1.1.1 Recognise that the body can transfer weight, form shapes and balance.	1.2.1 Combine shapes, balance and transference of weight in simple sequences.	1.3.1 Appreciate and enjoy movement.	1. Apply movement concepts and principles in the development of motor skills.	<ul style="list-style-type: none"> • Create a sequence of 3 or 4 movements involving shapes, balance and transference of weight. (1.2.1)
Gymnastic Skills 2.1.1 Explain Mule Kick, Scale Stand.	2.2.1 Demonstrate the Mule Kick, Scale Stand.	2.3.1 Appreciate and enjoy movement.	2. Perform gymnastic skills with an increased level of control.	<ul style="list-style-type: none"> • Execute mule kick with control. • Combine 2 gymnastic skills to make a simple routine. (2.2.1)
Locomotor Skills 3.1.1 Explain basic technique in running and jumping.	3.2.1 Perform running and jumping activities with increasing levels of difficulty.	3.3.1 Follow instructions when engaging in physical activity.	3. Develop locomotor skills.	<ul style="list-style-type: none"> • Demonstrate running, jumping with improved technique. (3.2.1)

PHYSICAL EDUCATION: STANDARD 1

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Manipulative Skills</p> <p>4.1.1 Explain basic technique in throwing, catching, striking.</p>	<p>4.2.1 Practise using equipment appropriately.</p> <p>4.2.2 Demonstrate various techniques in throwing, catching, striking.</p> <p>4.2.3 Apply skills in simple game situations.</p>	<p>4.3.1 Follow instructions when engaging in physical activity.</p>	<p>4. Apply basic manipulative skills in simple game situations.</p>	<ul style="list-style-type: none"> • Stop a rolling ball using the feet. • Perform underhand throw with proper technique. • Execute a two-hand underhand catch with controlled technique. • Strike a ball using the hand, feet or equipment to a target. (4.2.1, 4.2.2, 4.2.3)
<p>Healthy Habits</p> <p>5.1.1 Identify simple changes in the body during physical activity.</p> <p>5.1.2 Discuss the benefits of drinking water and making healthy breakfast choices as well as washing hands and face after physical activity.</p>	<p>5.2.1 Practice drinking water regularly and making improved breakfast choices.</p> <p>5.2.2 Practice washing hand and face</p>	<p>5.3.1 Develop an acceptance of individual differences.</p> <p>Build helping relationship with peers.</p>	<p>5. Make healthy choices and engage in physical activity that is beneficial to their health.</p>	<ul style="list-style-type: none"> • State at least two changes in the body during physical activity. (5.1.1) • Give at least one reason why drinking water, eating a healthy breakfast and/or washing hands and face after physical activity is

PHYSICAL EDUCATION: STANDARD 1

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	after physical activity.	5.3.2 Develop healthy habits.		beneficial/ important. (5.1.2)
<p>Safe Practices</p> <p>6.1.1 Recognise that specific attire is required for Physical Education Classes.</p>	6.2.1 Use suitable attire for Physical Education Classes.	6.3.1 Be Suitably attire for Physical Education Classes.	6. Recognize safety practises associated with physical activity.	<ul style="list-style-type: none"> • Wear suitable, clean clothing to every Physical Education class. (6.3.1) • Give at least one important reason for wearing appropriate clothing to Physical Education Classes.(6.1.1)

Primary School Curriculum

Physical Education

Standard 2

PHYSICAL EDUCATION: STANDARD 2

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Movement Skills And Concepts</p> <p>1.1.1 Recognise similar movement concepts in a variety of skills.</p>	<p>1.2.1 Create shapes while balancing and transferring weight in sequences.</p>	<p>1.3.1 Appreciate and enjoy movement.</p>	<p>1. Applies movement concepts and principles in the development and performance of motor skills.</p>	<ul style="list-style-type: none"> • Create a more refined sequence of 3 or more skills involving shapes, balance and transference of weight. (1.2.1)
<p>Gymnastic Skills</p> <p>2.1.1 Explain Y-Scale, handstand and forward roll.</p>	<p>2.2.1 Demonstrate Y-Scale, handstand, forward roll.</p>	<p>2.3.1 Appreciate and enjoy movement.</p>	<p>2. Perform gymnastic skills with an increased level of control.</p>	<ul style="list-style-type: none"> • Execute Y-Scale Stand with control. • Combine 2 gymnastic skills to make a simple routine. • Handstand- transferring body support from feet to hand with assistance (wall or spotter). • Forward roll- from a squat to standing position. (2.2.1)

PHYSICAL EDUCATION: STANDARD 2

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Locomotor Skills</p> <p>3.1.1 Explain basic technique in running, jumping.</p>	<p>3.2.1 Perform running, jumping, activities with increasing levels of difficulty.</p>	<p>3.3.1 Follow instructions when engaging in physical activity.</p>	<p>3. Demonstrate simple applications in the performance of locomotor skills.</p>	<ul style="list-style-type: none"> • Run with arms bent and moving in opposition to legs. (3.1.1, 3.2.1) • Jump using arm and leg thrust for height and or distance; land in balanced position on two feet. (3.1.1, 3.2.1)
<p>Manipulative Skills</p> <p>4.1.1 Explain various techniques in throwing, catching, striking.</p>	<p>4.2.1 Practise using equipment and facilities appropriately</p> <p>4.2.2 Demonstrate various techniques in throwing, catching, striking.</p> <p>4.2.3 Apply skills in simple game</p>	<p>4.3.1 Foster group cooperation.</p> <p>4.3.2 Develop an acceptance of individual differences.</p> <p>4.3.3 Build helping relationship with peers.</p>	<p>4. Apply manipulative skills in simple game situations.</p>	<ul style="list-style-type: none"> • Games skills- throw, catch or strike using correct hand/ eye/ feet coordination at short and medium distances in simple team games. (4.2.1, 4.2.2, 4.2.3)

PHYSICAL EDUCATION: STANDARD 2

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	situations.			
<p>Healthy Habits</p> <p>5.1.1 Describe how the body responds to physical activity.</p> <p>5.1.2 Discuss the benefits of drinking water and eating breakfast regularly, as well as washing hands and face after physical activity.</p> <p>5.1.3 Explain personal hygiene.</p>	<p>5.2.1 Practise drinking water regularly and making improved breakfast choices.</p> <p>5.2.2 Practise washing hand and face after physical activity.</p> <p>5.2.3 Practise personal hygiene.</p>	<p>5.3.1 Develop healthy habits and practices in their daily lifestyle.</p>	<p>5. Employ healthy habits as part of their daily life style.</p>	<ul style="list-style-type: none"> • State at least 2 changes in the body during and after physical activity (panting, short of breath). (5.1.1) • Give at least two benefits of drinking water, eating a healthy breakfast and washing hands and face after physical activity. (5.1.2) • Drink water at least 4/ 5 times daily as well as wash hands and face after each Physical Education Class. (5.2.1, 5.2.2) • Practise personal hygiene (using rag, soap,

PHYSICAL EDUCATION: STANDARD 2

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
deodorant). (5.2.2)				
<p>Safe Practices</p> <p>6.1.1 Recognise that specific attire is required for Physical Education Classes.</p>	<p>6.2.1 Use suitable attire for Physical Education Classes.</p>	<p>6.3.1 Play in safe places.</p> <p>6.3.2 Be Suitably attired for Physical Education Classes.</p>	<p>6. Adhere to the dress code practises while participating in physical activities.</p>	<ul style="list-style-type: none"> • Use safety precautions when participating in physical activities. (6.3.1) • Can give at least one reason for and one characteristic of attire that is suitable Physical Education activities. (6.3.2)

Primary School Curriculum

Physical Education

Standard 3

PHYSICAL EDUCATION: STANDARD 3

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Movement Skills And Concepts</p> <p>1.1.1 Select similar movement concepts in a variety of skills.</p>	<p>1.2.1 Execute movements using shapes, balance and weight transference.</p>	<p>1.3.1 Appreciate and enjoy the aesthetic and creative qualities of movement.</p>	<p>1. Apply fundamental movement skills using a variety of movement concepts and sequences.</p>	<ul style="list-style-type: none"> • Create and execute at least 4/5 movements in a sequence individually, using shapes, balances and weight transference. (1.2.1)
<p>Gymnastic Skills</p> <p>2.1.1 Explain Side-Scale, handstand and forward roll.</p>	<p>2.2.1 Demonstrate Side- Scale, handstand, forward roll.</p>	<p>2.3.1 Appreciate and enjoy the aesthetic and creative qualities of movement.</p>	<p>2. Perform gymnastic skills with an increased level of control.</p>	<ul style="list-style-type: none"> • Execute side-scale with correct posture and balance. (2.2.1) • Demonstrate handstand with legs, arms and body almost vertical (2.2.1) • Execute forward roll from a hand stand into a forward roll. (2.2.1)

PHYSICAL EDUCATION: STANDARD 3

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Specialised Skills- Locomotor & Manipulative</p> <p>3.1.1 Explain basic technique in running, throwing, catching, jumping, and striking in various disciplines.</p>	<p>3.2.1 Execute running, throwing, catching jumping, and striking activities for the various disciplines.</p> <p>3.2.2 Practise using equipment and facilities appropriately.</p> <p>3.2.3 Demonstrate basic technique in throwing, catching, striking with increased level of difficulty.</p> <p>3.2.4 Apply skills in lead-up and modified game</p>	<p>3.3.1 Participate willingly in physical activities.</p> <p>3.3.2 Follow instructions when engaging in physical activity.</p> <p>3.3.3 Develop an acceptance of individual differences.</p> <p>3.3.4 Build helping relationship with peers.</p>	<p>3. Apply learned Locomotor and Manipulative skills in introductory phase of Lead-up Games.</p>	<p>Demonstrate:-</p> <ul style="list-style-type: none"> • Running technique in – track & field- starts. • Basic throwing technique in - track & field, netball & cricket. • Basic catching technique in - netball & cricket. • Basic jumping technique in - track & field & netball. • Basic striking technique in - cricket (with a bat) & football (with the feet). (3.2.1, 3.2.3, 3.2.4) • Correct technique when using equipment and proper use of facilities.(3.2.2)

PHYSICAL EDUCATION: STANDARD 3

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	situations.			
<p>Healthy Habits</p> <p>4.1.1 Describe health benefits that result from regular and appropriate participation in physical activity.</p> <p>4.1.2 Monitor the intake of water, fruits and vegetables.</p> <p>4.1.3 Wash hands and face after physical activity.</p> <p>4.1.4 Explain personal hygiene.</p>	<p>4.2.1 Practise drinking water and eating healthy foods- fruits and vegetables.</p> <p>4.2.2 Practise washing hand and face after physical activity.</p> <p>4.2.3 Practise personal hygiene.</p>	<p>4.3.1 Foster positive team spirit, sportsmanship and competition.</p> <p>4.3.2 Develop healthy habits and practices in their daily lifestyle.</p>	<p>4. Employ healthy habits as part of their daily life style</p> <p>5. Work cooperatively with partners or in small groups to complete assigned tasks.</p>	<ul style="list-style-type: none"> • Practise personal hygiene (using rag, soap, deodorant.) (4.2.2,4.2.3) • Monitor water intake in pairs (journals - observing and recording. (4.2.1) • Monitor and record daily intake of fruits and vegetables. (4.2.1) • Wash hands and face after physical activity. (4.2.2) • Share in team work towards a common goal. (4.3.1) • Assume leadership roles

PHYSICAL EDUCATION: STANDARD 3

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				and responsibility. (4.3.1)
<p>Safe Practices</p> <p>5.1.1 Recognise that specific attire is required for Physical Education Classes.</p>	<p>5.2 1 Use suitable attire for Physical Education Classes.</p>	<p>5.3 1 Be suitably attired for Physical Education Classes.</p>	<p>6. Conform to rules that promote safety and suitability of attire while participating in physical activities.</p>	<ul style="list-style-type: none"> Wear appropriate attire suitable for physical activities- loose fitting, soft and comfortable.

Primary School Curriculum

Physical Education

Standard 4

PHYSICAL EDUCATION: STANDARD 4

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Movement Skills And Concepts</p> <p>1.1.1 Distinguish movement concepts in a variety of skills.</p>	<p>1.2.1 Practise flight, shapes and balance in movement activities.</p>	<p>1.3 1 Appreciate and enjoy the aesthetic and creative qualities of movement.</p>	<p>1. Apply acquired movement concepts and principles for the development and performance of higher order motor skills.</p>	<ul style="list-style-type: none"> • Create 3 to 5 movement sequences using flight, shapes and balance with competency. (1.1.1 1.2.1)
<p>Gymnastic Skills</p> <p>2.1.1 Explain forward roll, cartwheel.</p>	<p>2.2.1 Demonstrate forward roll, cartwheel.</p>	<p>2.3.1 Appreciate and enjoy the aesthetic and creative qualities of movement.</p>	<p>2. Execute simple gymnastic routines (in rolls and balances) with competency.</p>	<ul style="list-style-type: none"> • Cartwheel- executes single mule kick, the mule kick and or the side kick. (2.1.1, 2.2.1) • Complete 1 or 2 forward rolls while maintaining form and balance. (2.1.1, 2.2.1)

PHYSICAL EDUCATION: STANDARD 4

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Specialised Skills- Locomotor & Manipulative</p> <p>3.1.1 Explain basic technique in running, throwing, catching, jumping, and striking in various disciplines.</p>	<p>3.2.1 Practise using equipment and facilities appropriately</p> <p>3.2.2 Demonstrate basic technique in throwing, catching, striking with increased level of difficulty.</p> <p>3.2.3 Apply skills in lead-up and modified game situations.</p>	<p>3.3.1 Participate willingly in physical activities.</p> <p>3.3.2 Follow instructions when engaging in physical activity.</p> <p>3.3.3 Develop an acceptance of individual differences.</p> <p>3.3.4 Build helping relationship with peers.</p>	<p>3. Demonstrate simple combinations of motor skills in Lead-up and Modified Games-track and field, netball, cricket and football.</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> • Attacking and Defending skills • Running technique in – track & field • Basic throwing technique in - track & field, netball & cricket. • Basic catching technique in - netball & cricket. • Basic jumping technique in - track & field & netball. • Basic striking technique in - cricket & football. (3.2.1, 3.2.2, 3.2.3) • Proper use of equipment and facilities.(3.2.1)
<p>Healthy Habits</p> <p>4.1.1 Identify the benefits resulting from participation in different</p>	<p>4.2.1 Practise drinking water and eating healthy foods.</p>	<p>4.3.1 Foster positive team spirit, sportsmanship and</p>	<p>4. Maintain healthy lifestyles through physical activities, healthy diet and</p>	<ul style="list-style-type: none"> • Practise personal hygiene (using rag, soap, deodorant. (4.1.3, 4.2.3,

PHYSICAL EDUCATION: STANDARD 4

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>forms of physical activities.</p> <p>4.1.2 Explain how the body uses water during physical activity as well as the importance of various foods for physical activity.</p> <p>4.1.3 Explain personal hygiene.</p>	<p>4.2.2 Practise washing hand and face after physical activity.</p> <p>4.2.3 Practise personal hygiene.</p>	<p>competition.</p> <p>4.3.2 Develop healthy habits and practises in their daily lifestyle.</p> <p>4.3.3 Play in safe places.</p>	<p>personal hygiene.</p>	<p>4.32.)</p> <ul style="list-style-type: none"> • Wash hands and face after physical activity. (4.1.3, 4.2.2, 4.3.2) • Explain 1 or 2 ways in which the body uses water and 1 importance of food for physical activities. (4.1.2,) • Assume leadership roles and responsibility. (4.3.1) • Work as a team towards a common goal. (4.3.1)
<p>Safe Practices</p> <p>5.1.1 Know that specific attire is required for Physical Education Classes.</p>	<p>5.2.1 Use suitable attire for Physical Education</p>	<p>5.3.1 Be suitably attired for Physical Education Classes.</p>	<p>5. Use physical activity as an opportunity for</p>	<ul style="list-style-type: none"> • Wear appropriate attire suitable for physical activities- loose fitting,

PHYSICAL EDUCATION: STANDARD 4

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
5.1.2 Discuss conflict resolution strategies. 5.1.3 Recognise the role of games and sport in getting to know and understand others of like and different cultures.	Classes. 5.2.2 Resolve conflict that may arise during physical activity. 5.2.3 Display sensitivity to others' socio-cultural background.	5.3.2 Engage in fair-play and show respect for others' cultural background.	positive social and group interaction. 6. Exhibit responsible behaviour through fair play and respect for others.	soft and comfortable. (5.1.1, 5.2.1, 5.3.1) <ul style="list-style-type: none"> • Follow instructions during Physical Education activities. (5.3.2) • Share in team work.

Primary School Curriculum

Physical Education

Standard 5

PHYSICAL EDUCATION: STANDARD 5

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Movement Skills And Concepts</p> <p>1.1.1 Identify ways movement concepts can be used to refine movement skills.</p>	<p>1.2.1 Participate regularly in physical activity for the purpose of improving skilful performance and physical fitness.</p>	<p>1.3.1 Appreciate and enjoy the aesthetic and creative qualities of movement.</p>	<p>1. Apply acquired movement concepts and principles for the development and performance of higher order motor skills.</p>	<ul style="list-style-type: none"> • Create 4 or 5 movement sequences using flight, shapes, space and balance. (1.1.1, 1.2.1) • Execute movement sequences with competency. (1.2.1, 1.3.1)
<p>Gymnastic Skills</p> <p>2.1.1 Explain forward roll, cartwheel.</p>	<p>2.2.1 Demonstrate forward roll, cartwheel.</p>	<p>2.3 1 Appreciate and enjoy the aesthetic and creative qualities of movement.</p>	<p>2. Employ a variety of creative movement sequences with competency.</p>	<ul style="list-style-type: none"> • Execute a half cartwheel and or a cartwheel. (2.2.1) • Complete 2 consecutive forward rolls while maintaining form and balance (stability and mobility). (2.2.1)

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CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Specialised Skills- Locomotor & Manipulative</p> <p>3.1.1 Explain basic technique in running, throwing, catching, jumping, and striking in various disciplines.</p>	<p>3.2.1 Practice using equipment and facilities appropriately.</p> <p>3.2.2 Demonstrate basic technique in throwing, catching, striking with increased level of difficulty.</p> <p>3.2.3 Apply skills in lead-up and modified game situations.</p>	<p>3.3.1 Participate willingly in physical activities.</p> <p>3.3.2 Follow instructions when engaging in physical activity.</p> <p>3.3.3 Develop an acceptance of individual differences.</p> <p>3.3.4 Build helping relationship with peers.</p>	<p>3. Demonstrate simple combinations of motor skills in Lead-up and Modified Games.</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> • Attacking and Defending skills. • Running technique in – track & field. • Basic throwing technique in - track & field, netball & cricket. • Basic catching technique in - netball & cricket. • Basic jumping technique in - track & field & netball. • Basic striking technique in - cricket & football. • Proper use of equipment and facilities. (3.1.1, 3.2.1, 3.2.2, 3.2.3)

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CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Healthy Habits</p> <p>4.1.1 Identify the benefits resulting from participation in different forms of physical activities.</p> <p>4.1.2 Explain how the body uses water during physical activity as well as the importance of various foods for physical activity.</p> <p>4.1.3 Explain personal hygiene.</p>	<p>4.2.1 Practise drinking water and eating healthy foods.</p> <p>4.2.2 Practise washing hands and face after physical activity.</p> <p>4.2.3 Practise personal hygiene.</p>	<p>4.3.1 Foster positive team spirit, sportsmanship and competition.</p> <p>4.3.2 Develop healthy habits and practises in their daily lifestyle.</p> <p>4.3.3 Play in safe places.</p>	<p>4. Maintain healthy lifestyles through physical activities, healthy diet and personal hygiene.</p>	<ul style="list-style-type: none"> • Practise personal hygiene (using rag, soap, deodorant. (4.1.3, 4.2.3, 4.3.2) • Wash hands and face after every physical activity. (4.2.2) • Assume leadership roles and responsibility. (4.3.1) • Work as a team towards a common goal. (4.3.1)
<p>Safe Practices</p> <p>5.1.1 Know that specific attire is required for Physical Education Classes.</p>	<p>5.2.1 Use suitable attire for Physical Education Classes.</p>	<p>5.3.1 Be suitably attired for Physical Education Classes.</p> <p>5.3.2 Engage in fair-play and show respect for others' cultural</p>	<p>5. Exhibit responsible behaviour through fair play and respect for others.</p>	<ul style="list-style-type: none"> • Always wear appropriate attire suitable for physical activities- loose fitting, soft and comfortable. (5.2.1, 5.3.1) • Always follow instructions during

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CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		background.		Physical Education activities.

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