

Republic of Seychelles



Ministry of Education

# Primary National Curriculum

**Attainment Targets**

**2015**

**MINISTRY OF EDUCATION**

**CENTRE FOR CURRICULUM, ASSESSMENT AND TEACHER SUPPORT MARCH 2015**

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## INTRODUCTION

This document **Attainment Targets for Primary National Curriculum (2015)** supplements the National Curriculum Framework (2001) by specifying the learning targets for each year level of Primary Education in State schools. They apply to all learners following the 12 compulsory subjects in the National Curriculum. Each subject of the National Curriculum is structured into a Subject Curriculum which specifies the General Objectives for each Key Stage 1 to 3. These General objectives are further organised into the “Programmes of Study”.

Teaching and Learning are guided by the Education Act 2004 and the Language Policy 1998 (Annex 1).

The prescribed curriculum time allocation features in Education Circular No. 3 of 2015 (Annex 2)

### **Purpose of the document**

The “**Attainment Targets for Primary National Curriculum (2015)**” serves as a guide to teachers, parents and other partners supported by other curriculum resources, to keep track of progress of learning. Parents are urged to contact their children’s school and discuss with the teacher who will provide further information about their children’s performance. The sets of Attainment Targets will be reviewed and implemented in 2016 in line with National Curriculum Framework 2013.

### **A Glossary of Terms**

**Assessment** is an on-going process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analysing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. *National Assessment Framework (2013)*.

**Attainment Targets** state the specific knowledge, skills, and attitudes which learners are expected to achieve by the end of each year level in primary schools. They are intended to serve as guides to learners, teachers, parents and other partners in education to monitor progress. These targets show the sequential and progressive development of learners’ learning experiences, thereby making it easier to provide the necessary interventions in a timely and efficient manner.

**Descriptor/Indicateur/Endikateris** is the statement which describes the expected performance or behaviour of the learner.

**Elements** are the main components or themes covered in a particular subject. E.g. “Statistics” is an element of Mathematics.

N.B: For the languages the “Elements” feature as **Competencies/Compétences/Konpetans** referring to the four language competencies – Listening, Speaking, Reading and Writing.

### **Key Stages**

The National Curriculum states which subjects children must study at school. It also divides them into age groups called Key Stages. At each Key Stage, all children in state schools will study certain subjects, following the requirements of the National Curriculum. The Key Stages in our state school system are as follows:

*Key Stage 1 – Crèche, Primary 1 and 2*

*Key Stage 2 – Primary 3 and 4*

*Key Stage 3 – Primary 5 and 6*

*Key Stage 4 – Secondary 1 to 3*

*Key Stage 5 – Secondary 4 and 5*

**The National Curriculum:** includes the intended learning expected of all students, the learning environment, the resources, teaching strategies and approaches, assessment processes and methods, all interlinked with the values and ethos of the school, the relationships and behaviours among students, teachers, school leaders and parents. *National Curriculum Framework 2013.*

**The Programme of Study defines** very specific achievement objectives at the level of topics, themes, skills areas etc... , and they serve as guides to lesson planning over shorter periods of time, e.g. weekly or fortnightly. *National Curriculum Framework 2013.*

## 1. SIZE KREOL - KONPETANS EKSPEKTE ALAFEN PRIMER 1 – 6

### Rezon det aköz Kreol dan lekol leta

Lalang Kreol i form parti trwa lalang nasyonnal nou pei, Sesel e i lalang maternel lamazorite zanfan Seselwa. Dan premye staz laprantisaz sak zanfan lalang Kreol i lalang lansennyman e i reste konman size ziska Primer 6.

### PRIMER 1

KONPETANS	ENDIKATER
Konpreansyon Oral (Lekout)	<b>Alafen primer 1 zelev i kapab :</b>
	<ul style="list-style-type: none"> <li>1.1. <b>Ekoute</b> e <b>servi</b> vokabiler ek striktir debaz lalang Kreol ki koresponn avek bann formil sosyal.</li> <li>1.2. <b>Ekout</b> avek plezir bann zistwar, lapoezi, kontin, lanmizik</li> <li>1.3. <b>Ekout</b> e <b>swiv</b> avek egzaktitud lenstriksyon ki senp e demann led ek klarifikasyon si nesaser.</li> <li>1.4. <b>Ekout</b> diferan form lenformasyon medyatize ki senp</li> <li>1.5. <b>Memoriz</b> pwen spesifik oubyen enportan en teks oubyen en konversasyon ki'n antann</li> <li>1.6. <b>Disteng</b> diferans ek similarite ant bann son ek non let alfabet nou trwa lalang nasyonnal Kreol, Angle e Franse</li> <li>1.7. <b>Rekonnet</b> sanzman dan tonalite lavwa sa dimoun ki pe koze</li> <li>1.8. <b>Ekout</b> atantivman e esper son tour pour koze</li> <li>1.9. <b>Disteng</b> bann diferans ant bann vokabiler Kreol, Angle ek Franse</li> </ul>
Lekspresyon Oral (Koze)	<ul style="list-style-type: none"> <li>1.10. <b>Eksprim</b> klerman e avek konfidans son lopiyan lo divers tenm ek konteks</li> <li>1.11. <b>Servi</b> avek presizyon bann mo e <b>organiz</b> lenformasyon ki i tande dan divers sityasyon konminikasyon</li> <li>1.12. <b>Servi</b> langaz oral avek konfidans ek konpetans pour enterpret bann leksperyans, donn e resevwar lenformasyon, demann kestyon, fer en demann, refi, negosyasyon</li> <li>1.13. <b>Valoriz</b> son lalang maternel</li> <li>1.14. <b>Konpran</b> e <b>servi</b> bann vokabiler ek striktir langaz selon son milye e selon son laz pour eksprim e partaz son bann swe, santiman ek</li> </ul>

	<p>leksperyans kotidyen.</p> <p><b>1.15. Reprodwi</b> korekteman son ki koresponn avek bann let</p> <p><b>1.16. Disteng e manipil</b> bann let, mo ek silab.</p>
<b>Konpreansyon ekri / Lalektir</b>	<p><b>1.1. Montre</b> konpreansyon bann eleman dan bann zistwar senp; karakter prensipal, sekans bann levennman...</p> <p><b>1.2. Lir</b> endepandaman e avek ezans en varyete mo familye, en varyete fraz ek teks senp e kourt</p> <p><b>1.3. Aplik</b> konnesans fonik pour lir e eple bann mo pli kompleks</p> <p><b>1.4. Rekonnet</b> karakteristik en varyete teks deskriptif ek naratif.</p> <p><b>1.5. Retrouv</b> lenformasyon spesifik dan en varyete teks kourt (zistwar, poenm, kontin...) pour reponn bann kestyon lekel? Kote? Akoz? Kan ? e Kimannyer?</p> <p><b>1.6. Idantifye</b> diferan parti en varyete teks kourt e senp (konmansman, milye ek lafen)</p> <p><b>1.7. Rekonnet</b> rol bann siny ponktyasyon swivan: let maziskil, virgil, pwen, pwen kestyon.</p> <p><b>1.8. Idantifye e trov</b> sans bann mo nouvo an servan diferan konteks (fraz ek lezot sipor vizyel).</p> <p><b>1.9. Rekonnet</b> bann senbol lekritir (siny, senbol) dan son lanvironnman lokal e imedyà.</p> <p><b>1.10. Rekonnet e disteng</b> laform bann let e dir en son pour sak</p>
<b>Prodiksyon Ekri</b>	<p><b>1.11 Kree</b> bann teks kourt e senp an servan diferan sipor (papye, tablo, lekran...)</p> <p><b>1.12 Ekri</b> korekteman son non ek sinyatir.</p> <p><b>1.13 Ekri</b> lizibleman, <b>form</b> byen son bann let e les lespas apropiye ant bann mo</p> <p><b>1.14</b> Konmans <b>servi</b> konvansyon langaz debaz (marker letan ti, pe, pou, siny ponksyasyon let maziskil, pwen, virgil, pwen kestyon) korekteman dan son prodiksyon ekri</p>

**PRIMER 2**

<b>KONPETANS</b>	<b>ENDIKATER</b>
<b>Konpransyon Oral / lekout</b>	<p><b>Alafen Primer 2 zelev i kapab :</b></p> <p><b>2.1 Etabli</b> diferans ant non bann let ek son bann let, vwayel ek konsonn</p> <p><b>2.2 Ekout</b> atantivman, <b>kree e servi</b> en repertwar nouvo mo dan diferan konteks konminikasyon.</p> <p><b>2.3 Ekout e swiv</b> avek egzaktitud lenstriksyon ki konpleks, donnen dan diferan sityasyon konminikasyon e demann led ek klarifikasyon si nesaser.</p> <p><b>2.4 Ekout e retenir</b> diferan form lenformasyon medyatize pour konpran lafason ki lenformasyon i ganny prezante.</p> <p><b>2.5 Relev e nonm</b> bann pwen spesifik oubyen enportan dan en konversasyon oubyen en teks ki'n antann lir</p> <p><b>2.6 Disteng</b> diferans ek similarite ant non ek son bann let alfabet dan nou trwa lalang nasyonnal Kreol, Angle e Franse</p> <p><b>2.7 Sezi</b> eleman lengwistik (sans mo,vokabiler,striktir,gramer ek lortograf) dan diferan kalite teks deskriptif ek naratif, baze lo diferan tenm ek konteks.</p>
<b>Koze (Lekspresyon Oral)</b>	<p><b>2.8 Prodwi</b> avek efikasite ek konfidans en konversasyon ki kler e dan en sekans lozik.</p> <p><b>2.9 Servi</b> avek presizyon en repertwar nouvo mo ki ris pour <b>reprodwir</b> lenformasyon ki'n tande</p> <p><b>2.10 Respekte e servi</b> bann formil polites (mersi, silvouple, pardon...) an servan bann vokabiler apropiye, selon son nivo ek son milye.</p> <p><b>2.11 Konmant</b> lo son bann leksperyans aktyel ek pase an servan striktir ek vokabiler apropiye.</p> <p><b>2.12 Pran</b> par dan en konversasyon; kapab poz e reponn bann kestasyon, negosye dan bann plan ek divers aktivite (zwe rol, mim, enprovizasyon...) e tret bann size fanmiye.</p> <p><b>2.13 Lir</b> aotvwa avek konfidans ek ezansen varyete mo ki fanmiye e rar ek en varyete teks kourt e senp</p> <p><b>2.14 Reprodwir e prodwir</b> dan en sekans korek, en varyete teks naratif (zistwar) ki'n antann lir, an apiyan lo langaz zistwar</p> <p><b>2.15 Servi</b> langaz oral avek konfidans ek konpetans pour enterpret bann leksperyans, donn e resevwar lenformasyon, demann kestasyon, fer en</p>

	<p>demann, refi, negosyasyon,</p> <p><b>2.16 Valoriz e apresye</b> son lalang maternel e develop sa gou pour servi li dan diferan konteks sosyal, pour eksprim e partaz son bann swe, santiman ek leksperyans kotidyen.</p> <p><b>2.17 Rezim</b> dan en fason otononm en levennman oubyen en teks kourt e senp ki'n antann.</p> <p><b>2.18 Swiv</b> en seri lenstriksyon pour konplet en latas dan en varyete sityasyon sosyal.</p>
<p><b>Konpreansyon ekrir / Lalektir</b></p>	<p><b>2.19 Lir</b> endepandaman e avek ezans en varyete mo ki long, rar e abstre an servan konnesans fonik oubyen lezot stratezi lalektir ki'n aprann.</p> <p><b>2.20 Disteng e idantifye</b> laform ek karakteristik en varyete teks naratif e deskriptif</p> <p><b>2.21 Idantifye e relev</b> bann eleman kle dan en varyete zistwar ek teks deskriptif telki; karakter prensipal, sekans bann levennman ...</p> <p><b>2.22 Konstrir e servi</b> en repertwar vokabiler apropiye dan en sityasyon donnen par ansennyan.</p> <p><b>2.23 Retrouv</b> lenformasyon spesifik dan en varyete teks kourt (zistwar, poenm, kontin...) pour reponn bann kestyon lekel? Kote? Akoz? Kan ? e Ki mannyer?</p> <p><b>2.24 Rekonnet e idantifye</b> trwa parti en varyete teks kourt (konmansman, milye ek lafen)</p> <p><b>2.25 Rekonnet</b> rol bann siny ponktyasyon swivan: let maziskil, virgil, pwen, pwen kestyon, pwen eksklamasyon.</p> <p><b>2.26 Donn</b> sans en mo nouvo an servan bann diferan endis (led vizyel, sans global en fraz, portre ...)</p> <p><b>2.27 Rakont</b> en levennman oubyen varyete teks naratif (zistwar) ase long dan lord korek, an apiyan lo formil langaz zistwar.</p> <p><b>2.28 Servi</b> en varyete sours lenformasyon (sans mo, striktir, sipor vizyel ek lenformasyon let-son) ek konnesans aki pour konpran en varyete teks</p> <p><b>2.29 Memoriz e rezim</b> dan en fason otononm en teks kourt e senp</p> <p><b>2.30 Rekonnet</b> bann senbol lekritir (siny, senbol...) dan son lanvironnman lokal e imedya)</p>

<p><b>Prodiksyon Ekri</b></p>	<p><b>2.31 Kree e prodwi</b> bann teks kourt e senp lo diferan topik, an servan diferan sipor vizyèl (papyè, lekran...)</p> <p><b>2.32 Servi</b> korekteman bann siny ponktyasyon de baz, vokabiler deskriptif ek gramèr apwopriye dan konstriksyon bann fraz ek en varyete teks kourt.</p> <p><b>2.33 Esey</b> ekri poudiferan lodyans e pour diferan rezon bann teks kourt telki; bann lalis, fraz, zistwar, poenm ek lenstriksyon.</p> <p><b>2.34 Fer</b> swa bann mo avantire ek swa langaz apwopriye pour fer son teks enteresan.</p> <p><b>2.35 Ekri</b> lizibleman e <b>respekte</b> konvansyon langaz dan son ekri (an servan let maziskil ek miniskil, pwen...) e respekte lespas korek e ant bann mo.</p>
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PRIMER 3

KONPETANS	ENDIKATER
<p><b>Konpransyon Oral / lekout</b></p>	<p><b>Alafen Primer 3 zelev i kapab :</b></p> <p><b>3.1.Ekout</b> en varyete form lenformasyon medyatize ki ase kompleks, <b>form</b> son lopinyon e <b>fer</b> konmanter lo sa ki in tande</p> <p><b>3.2.Idantifye e relev</b> pwen spesifik oubyen lenformasyon kle dan en teks oubyen en konversasyon ki'n antann</p> <p><b>3.3. Disteng</b> diferans dan konversasyon diferan group dimoun.</p> <p><b>3.4.Prodwi</b> diferan kalite teks naratif, deskriptif an servan vokabiler apropiye e ris</p> <p><b>3.5. Konstrir</b> bann fraz ki byen striktire e gramatikalman korek</p> <p><b>3.6.Ekout</b> atantivman en konversasyon, <b>memoriz, obzerv e not</b> sanzman dan lekspresyonkorporel ek tonalite dan lavwa bann dimoun ki pe koze</p>
<p><b>Koze (Lekspresyon Oral)</b></p>	<p><b>3.7.Partisip</b> dan en mannyer efikas dan en konversasyon, <b>fer</b> bann kontribisyon apropiye, e <b>elazir</b> son konnesans lo sizesyon ek reaksyon lezot.</p> <p><b>3.8. Enterakte</b> avek lezot, <b>negosye</b> bann plan ek bann aktivite e <b>esper</b> son tour pour koze.</p> <p><b>3.9. Respekte bann</b> lareg oubyen regilasyon travay ek diskisyon group</p> <p><b>3.10. Servi</b> langaz apropiye pour pas lenformasyon: demann oubyen rod sans bann mo kompleks e abstre, nouvo e enkonni.</p> <p><b>3.11. Servi</b> langaz oral avek konfidans ek konpetans pour enterpret bann leksperyans, donn e resevwar lenformasyon, demann kestasyon, fer en demann, refi, negosyasyon</p> <p><b>3.12. Valoriz, promot e apresye</b> son lalang maternel, develop sa gou pour servi li dan diferan konteks sosyal, dan son laprantisaz ; pour eksprim e partaz son bann swe, santiman ek leksperyans kotidyen.</p> <p><b>3.13.Reprodwir</b> bann konversasyon ase kompleks, selon son nivo ek son laz; lo diferan tenm ek size</p> <p><b>3.14. Koz</b> avek konfidans an servan vokabiler ki ris kan i pe adres diferan dimoun dan diferan konteks oubyen sityasyon sosyal.</p> <p><b>3.15.Disteng</b> bann vwayel kourt, long ek nazal kan i pe lir regilyerman bann mo.</p>

<p><b>Konpreansyon ekri / Lalektir</b></p>	<p><b>3.16. Idantifye e eksplik</b> laform ek karakteristik en varyete teks naratif e deskriptif, dyalog ek serten diferans .</p> <p><b>3.17. Selekte e lir</b> en varyete zistwar pour plezir e satisfere bann bezwen personnel</p> <p><b>3.18. Konstrir e servi</b> en repertwar vokabiler apropiye, <b>eksplwat</b> sans ek son bann nouvo mo dan diferan kalite teks ; naratif ek deskriptif ek dyalog.</p> <p><b>3.19. Aprann e servi</b> bann stratezi lalektir ek prosede konpreansyon avek konfidans</p> <p><b>3.20. Retrouv</b> lenformasyon spesifik dan en varyete teks long (zistwar, poenm, kontin...) pour reponn bann kestyon lekel? Kote? Akoz? Kan ? e Ki mannyer?</p> <p><b>3.21. Konnekte</b> bann lide ek lenformasyon tire dan en teks an servan bann teknik ki in aprann</p> <p><b>3.22. Eksplik</b> lorganizasyon en teks enkli ; lord alfabitik, ilustrasyon, boulet ...</p> <p><b>3.23. Rekonnet</b> lafason ki mo i ganny formen, elarzir; itilizasyon sifiks ek prefix</p> <p><b>3.24. Idantifye</b> lide prensipal teks e reformil detay kle sa teks.</p> <p><b>3.25. Konn e servi</b> diferan parti en teks (tit, latab, sou-tit, latab konteni, meni, ikonn...) pour idantifye bann fe kle oubyen lenformasyon dan en teks.</p> <p><b>3.26. Demann e reponn</b> bann kestyon lekel? Kote? Akoz? Ki mannyer? Kan?, pour demontre konpreansyon bann detay kle dan en teks.</p>
<p><b>Prodiksyon Ekri</b></p>	<p><b>3.27. Konpoz</b> bann teks senp e kourt lo diferan sipor vizyel an respektan bann siny ponktyasyon ki'n aprann.</p> <p><b>3.28. Esey ekri</b> pourdiferan konteks ek lodyans an servan diferan laform senp e kourt telki bann lalis, fraz, zistwar, poenm ek lenstriksyon.</p> <p><b>3.29. Ekri</b> lizibleman e <b>respekte</b> konvansyon langaz dan son ekri (an servan let maziskil ek miniskil, grammer ek lortograf) dan bann fraz e respekte lespas korek e ant bann mo.</p>

PRIMER 4

KONPETANS	ENDIKATER
<p><b>Konpransyon Oral /Lekout</b></p>	<p><b>Alafen Primer 4 zelev i kapab :</b></p> <p><b>4.1 Selekte e prepar</b> avek plezir bann zistwar, lapoezi, kontin ek lanmizik pour performen, idantifye lekspresyon, tonalite ek ritm apropiye</p> <p><b>4.2 Elarzir</b> son repertwar nouvo mo e <b>eksplor</b> zot sans ek son dan en varyete teks ek konteks</p> <p><b>4.3 Devlop e servi</b> korekteman bann vokabiler spesifik dan diferan konteks e ki koresponn a son bezwen imedyat.</p> <p><b>4.4 Eksplik</b> proses oubyen prezant lenformasyon an asiran ki sekans bann item i kler e azout detay ki relevan.</p> <p><b>4.5 Relev</b> pwen spesifik dan en teks oubyen en konversasyon ki'n antann</p> <p><b>4.6 Ekoute e konpran</b> diferan prezantasyon an dekrivan bann karakter, idantifyebann pwen kle e konmant konstriktivman</p>
<p><b>Lekspresyon Oral / Koze</b></p>	<p><b>4.7 Prodwi</b> avek efikasite ek konfidans en konversasyon ki kler, e ki byen organize</p> <p><b>4.8 Servi</b> avek presizyon en repertwar mo, <b>organiz, tret e reprodwir</b> lenformasyon ki'n tande</p> <p><b>4.9 Partisip</b> dan en fason efikas dan en konversasyon; kapab poz e reponn bann kestasyon kompleks lo bann size fanmiye.</p> <p><b>4.10 Lir</b> avek konfidans e aotvwa en varyete mo fanmiye, rar, bann paragraf e en varyete teks long e kompleks</p> <p><b>4.11 Valoriz, promot e apresye</b> son lalang maternel, develop sa gou pour servi li dan diferan konteks sosyal, pour eksprim e partaz son bann swe, santiman ek leksperyans kotidyen.</p> <p><b>4.12 Koz</b> avek konfidans an servan vokabiler ki ris kan i pe adres diferan dimoun dan diferan konteks oubyen sityasyon sosyal.</p>
<p><b>Konpreansyon ekri / Lalektir</b></p>	<p><b>4.13 Eksplik e idantifye</b> laform ek karakteristik en varyete teks naratif e deskriptif ek enformatif ek serten diferans.</p> <p><b>4.14 Selekte e lir</b> en varyete zistwar pour plezir e satisfere bann bezwen personnel</p> <p><b>4.15 Aprann</b> servi bann stratezi lalektir, bann konnesans ek bann teknik ki</p>

	<p>zot in aprann avek konfidans</p> <p><b>4.16 Retrouv</b> lenformasyon spesifik dan en varyete teks long (zistwar, poenm, kontin...) pour reponn bann kestyon kestyon lekel? Kote? Akoz? Kan ? e Ki mannyer?</p> <p><b>4.17 Memoriz e rediz</b> varyete teks ase long e kompleks dan zot sekans korek e avek efikasite</p> <p><b>4.18 Fer rekour</b> lo bann teks pour ; enform son lekor, demann kestyon e akonplir bann latas divers</p> <p><b>4.19 Fer resers</b> lo en size pour ganny lenformasyon, realiz bann proze (lekspozisyon, zournal pour laklas e devlop son lapanse kritik e kreatris)</p> <p><b>4.20 Swazir e servi</b> bann stratezi lalektir ki efikas e apropiye pour reponn e demann kestyon ki pli kompleks</p> <p><b>4.21 Selekte e not</b> lenformasyon kle pour rediz en teks</p> <p><b>4.22 Fer prediksyon</b> lo santiman bann karakter, propoz bann alternative posib</p> <p><b>4.23 Disteng</b> lafason ki en teks i ganny organize lo diferan sipor vizyel</p> <p><b>4.24 Servi</b> sentaks, konteks ek striktir mo pour elzarzir zot repertwar mo letan ki zot pe lir pour konpreansyon.</p> <p><b>4.25 Eksplik</b> ki mannyer bann zimaz spesifik ki montre lafason ki en masin in fonksyonnen, i kontribye e klarifye en teks.</p> <p><b>4.26 Dekrir</b> konneksyon lozik ant bann fraz ek bann pragraf dan en teks (konparezon, lakoz ek lefe)</p>
<b>Prodiksyon Ekri</b>	<p><b>4.27 Kree</b> bann teks pli kompleks lo diferan sipor vizyel an konbinan bann mo avek bann zimaz oubyen bann son</p> <p><b>4.28 Esey</b> ekri pour diferan konteks ek lodyans an devlopan bann teks diferan laform; kompleks e long telki bann paragraf</p> <p><b>4.29 Ekrir</b> lizibleman e <b>respekte</b> konvansyon langaz dan son ekri (let maziskil ek miniskil, gramer, lekspresyon imaze)</p> <p><b>4.30 Servi</b> konmansman, milye ek lafen kan i pe ekrir en teks naratif kot bann levennman i dan en sekans lozik e kot konfli i ganny rezourd</p> <p><b>4.31 Kree</b> en varyete teks ki pa naratif an respektan zot karakteristik</p>

**PRIMER 5**

KONPETANS	ENDIKATER
<p><b>Konpransyon Oral/ lekout</b></p>	<p><b>Alafen Primer 5 zelev i kapab :</b></p> <p><b>5.1 Ekout</b> diferan prezantater, pran e fer son prop not e kreativman servi sa bann not dan son laprantisaz</p> <p><b>5.2 Respekte e servi</b> korekteman bann lareg formil sosyal</p> <p><b>5.3 Idantifye e disteng</b> diferan form lenformasyon medyatize ki kompleks e <b>ekspri</b>m son lopyon baze lo lafason ki lenformasyon in ganny prezante</p> <p><b>5.4</b> Konpar e analiz similarite ek diferans dan nou trwa lalang nasyonnal</p> <p><b>5.5 Ekout atantivman</b> e poliman, <b>esper</b> son tour pour pran laparol avan ki i donn son reaksyon lo sa ki i tande</p> <p><b>5.6 Servi avek efikasite</b> bann langaz oral pour organiz, klarifye e met bann lide, lapanse an sekans.</p> <p><b>5.7 Ekout, enterpret e retir</b> bann pwen enportan dan sa ki in antann lir.</p> <p><b>5.8 Fer koneksyon</b> bann teks naratif, deskriptif e preskriptif avek sa ki'n in tande e viv</p>
<p><b>Koze (Lekspresyon Oral)</b></p>	<p><b>5.9 Servi</b> avek presizyon en repertwar mo, <b>organiz, tret e reprodwir</b> lenformasyon ki'n tande</p> <p><b>5.10</b> Servi langaz apropiye pour pas lenformasyon: demann oubyen rod sans bann mo kompleks e abstre, nouvo e enkonni.</p> <p><b>5.11 Rekonnet</b> bann eleman en sityasyon enteraksyon ; lentonasyon, sa ki pe koze, sa ki pe ekoute ek konteks</p> <p><b>5.12 Partisip</b> dan en fason apropiye dan en konversasyon; kapab poz e reponn bann kestyon kompleks lo bann size ki pa familye eki prezant en vre defi.</p> <p><b>5.13 Reprodwir</b> bann konversasyon ase kompleks selon son nivo ek son laz; lo limenm, lafanmir, son lanvironnman konkret e imedyat.</p> <p><b>5.14 Koz</b> avek konfidans an servan vokabiler ki ris kan i pe adres diferan dimoun dan diferan konteks oubyen sityasyon sosyal</p> <p><b>5.15 Zistifye</b> sonbann propo, akseptasyon bann lenstriksyonlezot dimoun (klafikasyon, leksplikasyon, laprev e konklizyon)</p>
<p><b>Konpreansyon ekir / Lalektir</b></p>	<p><b>5.16 Eksplik e idantifye</b> laform ek karakteristik en varyete teks ki pli kompleks</p> <p><b>5.17 Selekte e lir</b> en varyete zistwar pour plezir e satisfere bann bezwen</p>

	<p>personnel</p> <p><b>5.18Konstrir e servi</b> en repertwar vokabiler apropiye, <b>eksplor</b> bann sans ek son bann nouvo mo dan diferan kalite teks</p> <p><b>5.19Servi</b> bann sours lenformasyon (diksyonner, sipor vizyel ek lenformasyon) ek konnesans aki pour trouv sans en varyete teks</p> <p><b>5.20Retrouv</b> lenformasyon spesifik dan en varyete teks long (zistwar, poenm, kontin...) pour reponn bann kestyon kestyon lekel? Kote? Akoz? Kan ? e Ki mannyer?</p> <p><b>5.21Fer rekour</b> lo bann teks senp e ase long pour ; enform son lekor, demann kestyon e akonplir bann latas divers</p> <p><b>5.22 Rekonnet e idantifye</b> rol bann siny pontyasyon ki pli kompleks girme, pwen virgil, pwen kestyon, pwen eksklamasyon...</p> <p><b>5.23Fer</b> resers lo en size pour ganny lenformasyon, realiz bann proze (lekspozisyon, zournal pour laklas e devlop son lapanse kritik e kreatris ?</p> <p><b>5.24Dekrir</b> konneksyon ant bann seri levennman istorik ek bann lide syantifik oubyen konsepsyon, bann letap dan bann prosedir tenikal dan en teks.</p> <p><b>5.25Determin</b> lide prensipal en teks ; <b>donn</b> en kont randi bann detay kle e eksplik ki mannyer zot siport lide prensipal.</p> <p><b>5.26Disteng</b> zot prop pwennvi ek pwennvi loter dan en teks</p> <p><b>5.27 Dekrir</b> striktir zeneral (lord kronoloji, konparezon, lakoz, lefe, problemm, solisyon) bann levennman, bann lide, konsepsyon, lenformasyon dan en teks oubyen parti en teks</p> <p><b>5.28 Eksplik</b> lafason ki loter i servi bann rezon ek levidans pour siport bann pwen partikilye dan en teks.</p> <p><b>5.29Retir, selekte e dekrir</b> lenformasyon, bann levennman oubyen bann lide dan en teks.</p> <p><b>5.30Idantifye e rezim</b> levidans dan teks pour siport bann ipotéz</p>
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<p><b>Prodiksyon Ekri</b></p>	<p><b>5.31 Kree</b> bann teks pli kompleks lo diferan sipor vizyel an aplikan bann stratezi efikas ki in aprann (fraz kle, koerans, itilizasyon lekspresyon...)</p> <p><b>5.32 Esey</b> ekri pour diferan konteks ek lodyans an respektan bann karakteristik diferan laform teks ki kompleks e long.</p> <p><b>5.33 Ekrir</b> lizibleman e <b>respekte</b> konvansyon langaz dan son ekri <b>devlop e servi</b> son sans kreativiteek linisyativ kan i pe ekrir son teks</p> <p><b>5.34 Kree</b> en varyete teks senp e enteresanpar entegre bann sours lenformasyon (sipor vizyel)</p> <p><b>5.35 Devlop</b> son kapasite fer rekour a bann mo dan disksonner</p> <p><b>5.36 Planifye e rediz</b> en varyete teks</p> <p><b>5.37 Swazir</b> vokabiler pertinan an konsiltan bann resours</p> <p><b>5.38 Anploy dan</b> en fason apropiye bann mo ki'n note lo son bann lalis mo.</p> <p><b>5.39 Servi</b> en varyete stratezi pour edit / reviz e koriz zot travay lo diferan sipor.</p>
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PRIMER 6

KONPETANS	ENDIKATER
<p><b>Konpransyon Oral/ Lekout</b></p>	<p><b>Alafen Primer 6 zelev i kapab :</b></p> <p><b>6.1 Idantifye</b> bann karakter kle ek pwen enportan dan en varyete teks ki in tann lir</p> <p><b>6.2 Konnekte</b> bann levennman reel ek imaziner dan en varyete teks naratif</p> <p><b>6.3 Respekte e servi</b> korekteman bann lareg formil sosyal</p> <p><b>6.4 Enterpret</b> bann zistwar e antisip zot finisyon posibil</p> <p><b>6.5 Ekout e disteng</b> ant bann lide prensipal ek lezot lenformasyon dan konminikasyon.</p> <p><b>6.6 Idantifye e disteng</b> diferan form lenformasyon medyatize ki ase kompleks e <b>ekspri</b>m son lopyon baze lo lafason ki lenformasyon in ganny prezante.</p> <p><b>6.7 Ekout</b> avek en sans kritik e predir bann alternativ</p> <p><b>6.8 Ekout atantivman e reakte</b> lo sa ki i tande par konmant, kestonn e donn son reaksyon an relasyon avek sa ki in tande.</p> <p><b>6.9 Servi</b> bann langaz oral pour organiz, klarifye e met bann lide, lapanse an sekans</p> <p><b>6.10 Ekout, enterpret e retir</b> bann pwen enportan dan sa ki in antann lir.</p> <p><b>6.11 Konekte</b> bann teks naratif, deskriptif e preskriptif avek sa ki'n in tande e viv</p> <p><b>6.12 Obzerv</b> diversite sa bann dimoun ki pe koze (familye, pa familye, koni oubyen non-koni, enn oubyen plizyer, menm az, pli zenn oubyen pli vye, zot stati sosyal)</p> <p><b>6.13 Obzerv</b> diversite bann konteks konminikasyon (kozri, diskisyon, kolektif, antreyen, diskisyon dan group, lafason dir keksoz, diferans ant rezis lalang (standar, familye, volim, lentonasyon...)</p> <p><b>6.14 Swiv</b> lareg ki koresponna sityasyon konmonikasyon</p> <p><b>6.15 Fer</b> rekour a langaz non- verbal (mim, sourir, zes, lankourazman</p>
<p><b>Koze (Lekspreasyon Oral)</b></p>	<p><b>6.16 Prodwi</b> avek efikasite ek konfidans en konversasyon ki kler, e ki byen organize</p> <p><b>6.17 Servi</b> langaz apropiye pour pas lenformasyon: demann oubyen rod sans bann mo kompleks e abstre, nouvo e enkonni.</p> <p><b>6.18 Partaz e konmant</b> lo son bann leksperyans aktyel e pase an servan vokabiler apropiye.</p>

	<p><b>6.19 Rekonnet</b> bann eleman en sityasyon enteraksyon ; lentonasyon, sa ki pe koze, sa ki pe ekoute ek konteks</p> <p><b>6.20 Partisip aktivman</b> dan en fason apropiye dan en konversasyon; kapab poz e reponn bann kestyon kompleks lo bann size ki pa familye.</p> <p><b>6.21 Lir</b> avek konfidans e aotvwa en varyete teks ki kompleks, rar, long</p> <p><b>6.22 Servi</b> langaz oral avek konfidans ek kompetans pour enterpret bann leksperyans, donn e resevwar lenformasyon, demann kestyon, fer en demann, refi, negosyasyon</p> <p><b>6.23 Valoriz, promot e apresye</b> son lalang maternel, develop sa gou pour servi li dan diferan konteks sosyal, pour eksprim e partaz son bann swe, santiman ek leksperyans kotidyen.</p> <p><b>6.24 Reprodwir</b> bann konversasyon ase kompleks selon son nivo ek son laz; lo limenm, lafanmir, son lanvironnman konkret e imedyat.</p> <p><b>6.25 Koz</b> avek konfidans an servan vokabiler ki ris kan i pe adres diferan dimoun dan diferan konteks oubyen sityasyon sosyal.</p> <p><b>6.26 Zistfy</b> bann propo, akseptasyon bann lenstriksyonlezot dimoun (klafikasyon, leksplikasyon, laprev e konklizyon)</p>
<p><b>Konpreansyon ekrir / Lalektir</b></p>	<p><b>6.27 Eksplik e idantifye</b> laform ek karakteristik en varyete ek trouv serten diferans.</p> <p><b>6.28 Devlop</b> en gou pour lir ek lanmour pour liv</p> <p><b>6.29 Konstrir e servi</b> en repertwar vokabiler apropiye,</p> <p><b>6.30 Aplik avek efikasite</b> bann stratezi lalektir ki i esey lir e konpran</p> <p><b>6.31 Idantifye, not e relev</b> lenformasyon spesifik dan en varyete teks long (zistwar, poenm, kontin...) pour reponn bann kestyon lekel? Kote? Akoz? Kan ? e Ki mannyer? E osi zistifye son larepons</p> <p><b>6.32 Fer rekour</b> lo bann teks familye pour ; enform son lekor demann kestyon e akonplir bann latas divers</p> <p><b>6.33 Fer resers</b> lo en size pour ganny lenformasyon, realiz bann proze (lekspozisyon, zournal pour laklas e devlop son lapanse kritik e kreatris</p> <p><b>6.34 Memoriz</b> lansanm en teks ek son bann eleman pli enportan</p> <p><b>6.35 Tret</b> avek efikasite bann eleman lenformasyon</p> <p><b>6.36 Aziste</b> son konpreansyon avek laswit bann lesanz</p> <p><b>6.37 Etabli</b> bann lyen avek lezot teks, son bann leksperyans e refer avek son bann reper kiltirel.</p> <p><b>6.38 Formil</b> bann ipotéz (prediksyon) lo konteni en teks reaziste; pran rekour lo son bann konnesans lo sa size <b>tenir</b> kont bann endis.</p> <p><b>6.39 Antisip</b> laswit en teks an servan bann endis pour trouv lenformasyon enportan dan en teks</p> <p><b>6.40 Servi</b> bann stratezi lalektir apropiye an ka difiklte; <b>fer</b> retour an aryer, aziste son lavites, relir en mo, en fraz oubyen en paragraf, reformil sa ki</p>

	<p>in fer rekour avek lezot dimoun ek divers zouti referans (mo-etiket, diksyoner, ilustrasyon...) konstrir sans an servan led son konnesans ek leks</p> <p><b>6.41 Idantifye</b> bi prensipal en teks, enkli sa ki loter i anvi reponn, eksplike oubyen dekrir</p> <p><b>6.42 Konpar e trouv</b> diferans bann pwen enportan prezante par de teks lo menm topik</p> <p><b>6.43 Lir e konpran</b> bann teks ki donn lenformasyon, enkli listwar, letid sosyal ek bann teks teknik avek sipor vizyèl</p>
<b>Prodiksyon Ekri</b>	<p><b>6.44 Kree</b> bann teks pli kompleks e enteresan lo diferan sipor vizyèl</p> <p><b>6.45 Esey ekri</b> pour diferan lodyans ekdiferan konteks an respektan bann karakteristik diferan kalite teks.</p> <p><b>6.46 Devlop</b> son kapasite fer rekour a bann mo dan diskyonner</p> <p><b>6.47 Planifye</b>, rediz en varyete teks</p> <p><b>6.48 Swazir</b> vokabiler pertinan an konsiltan bann resours</p> <p><b>6.49 Anploy</b> en fason apropriye bann mo ki'n note lo son bann lalis mo.</p> <p><b>6.50 Reviz</b> son teks</p> <p><b>6.51 Servi</b> son lalang maternel pour ekrir diferan kalite teks ek diferan rapor</p>

## 2. ENGLISH ATTAINMENT TARGETS - PRIMARY 1-6

The learning of English as one of the three national languages broadens learner’s awareness and appreciation of the functions and purposes of languages in general as well as enhancing their cognitive skills such as analysing, discriminating information, etc. The learning of English, therefore, enhances the intellectual, emotional and esthetic developments of the learner.

### PRIMARY 1

ELEMENTS	DESCRIPTORS
<b>Listening</b>	<p><b>At the end of Primary 1 the learner is able to:</b></p> <ul style="list-style-type: none"> <li>1.1. Listen to and follow three or four part instructions/ directions</li> <li>1.2. Identify change in people’s tone and react accordingly.</li> <li>1.3. Respond appropriately to directions.</li> <li>1.4. Listen and use appropriate vocabulary, basic language structure to express feelings and emotions.</li> <li>1.5. Listen and respond to a variety of short/ simple texts in different situations.</li> <li>1.6. Listen without interrupting, taking turn to speak and ask questions for clarification.</li> <li>1.7. Anticipate and identify rhyming words in songs and rhymes.</li> <li>1.8. Follow more complex instructions and directions in different situations.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>1.9. Express general greetings and emotions in different contexts for different purposes.</li> <li>1.10. Participate in discussions and extend ideas and accounts by providing more details.</li> <li>1.11. Confidently follow simple or multi-step, oral directions and instructions.</li> <li>1.12. Ask simple questions and provide short answers from question words such as: what, where, when, who, how.</li> <li>1.13. Express him/ herself using words like ‘Thank you!’, ‘Sorry!’ and ‘Please!’ in a polite manner to carry out simple tasks.</li> <li>1.14. Recite simple nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.</li> <li>1.15. Orally blend two to three sounds to form a word.</li> </ul>

<p><b>Reading</b></p>	<p>1.16. Recognise and name the alphabet (from A-Z) in both upper and lower-case forms.</p> <p>1.17. Learn the differences between consonants and vowels.</p> <p>1.18. Identify the parts of a book: cover, page, title.</p> <p>1.19. Apply phonic knowledge and skills to decode words.</p> <p>1.20. Demonstrate an understanding that words are made up of sequences of sounds.</p> <p>1.21. Understand the relationship between letters and sound-symbols.</p> <p>1.22. Interpret information from posters, pictures and simple tables.</p> <p>1.23. Read aloud from own book with guidance.</p> <p>1.24. Read with increasing fluency and expression.</p> <p>1.25. Read sight words related to greetings, familiar signs and classroom objects.</p> <p>1.26. Use words containing each of the 40+ phonemes. (E.g. a, e, etc...)</p>
<p><b>Writing</b></p>	<p>1.27. Use basic grammar, capitalization (examples) and punctuation in simple sentences, texts to convey meaning (full-stop, capital letter/ Question mark, comma)</p> <p>1.28. Write name in full.</p> <p>1.29. Write simple words and phrases containing each of the 40+ phonemes.</p>

ENGLISH ATTAINMENT TARGETS - PRIMARY 1-6

PRIMARY 2

ELEMENTS	DESCRIPTORS
<b>Listening</b>	<p><b>At the end of Primary 2 the learner is able to:</b></p> <p>2.1. Listen and respond to what others say.</p> <p>2.2. Listen and carry out complex directions/ instructions related to classroom activities.</p> <p>2.3. Respond appropriately to sequence of instructions.</p> <p>2.4. Answer open-ended questions.</p> <p>2.5. Listen to a variety of simple texts (e.g. narrative, prescriptive, descriptive)</p> <p>2.6. Listen to short and familiar conversations.</p> <p>2.7. Listen to others without interrupting.</p>
<b>Speaking</b>	<p>2.8. Show confidence in speaking (using appropriate tone of voice).</p> <p>2.9. Express likes and dislikes about a text read.</p> <p>2.10. Speak clearly and engage in short conversations</p> <p>2.11. Ask simple questions and provide simple justification for longer texts heard.</p> <p>2.12. Give more complex instructions and directions in different situations.</p> <p>2.13. Re-tell a short story and events heard.</p> <p>2.14. Use appropriate intonation, pronunciation and rhythm in short narrative texts (e.g. Song, poem).</p> <p>2.15. Share and express personal experiences using appropriate eye contact, volume and clear enunciation.</p> <p>2.16. Distinguish differences and similarities between phonemes in different spoken words in the three national languages.</p> <p>2.17. Given a spoken word, produce another word that rhymes.</p>
<b>Reading</b>	<p>2.18. Distinguish between letters, words, sentences and paragraphs.</p> <p>2.19. Read and understand straightforward instructions related to classroom activities and in other contexts.</p> <p>2.20. Identify the parts of a book: line, author, word, beginning, ending, characters,</p> <p>2.21. Grasp specific details and key ideas from texts read.</p> <p>2.22. Sequence 4-6 pictures illustrating events from a text read independently.</p> <p>2.23. Use a dictionary with assistance to check the meaning of words</p>

	<p>read.</p> <p>2.24. Read short texts and answer questions.</p> <p>2.25. Read independently with increasing fluency and expression a variety of texts for a range of purposes.</p> <p>2.26. Express opinions and ideas about texts read.</p> <p>2.27. Use knowledge of letter-sound correspondence to accurately spell known words and an increasing number of irregular spelt words.</p>
<b>Writing</b>	<p>2.28. Know parts of speech (nouns, verbs, action verbs...), and how they are used.</p> <p>2.29. Understand the different parts of a sentence.</p> <p>2.30. Make use of basic grammar and vocabulary.</p> <p>2.31. Copy words and sentences from a short given text.</p> <p>2.32. Create short and simple texts using appropriate vocabulary coherently and in logical order (e.g. narrative, prescriptive, descriptive, informative...)</p> <p>2.33. Write legible upper and lower case letters and use them consistently.</p>

ENGLISH ATTAINMENT TARGETS - PRIMARY 1-6

**PRIMARY 3**

<b>ELEMENTS</b>	<b>DESCRIPTORS</b>
<b>Listening</b>	<p><b>At the end of Primary 3 the learner is able to...</b></p> <p>3.1. Listen to a variety of longer descriptive texts in different contexts/ settings</p> <p>3.2. Listen to longer and familiar conversation with concentration.</p> <p>3.3. Identify essential themes, characters and settings in longer narrative and descriptive texts.</p> <p>3.4. Recognise sequencing of events in a narrative text.</p>
<b>Speaking</b>	<p>3.5. Speak confidently and engage in longer and familiar conversations.</p> <p>3.6. Ask more complex questions and provide relevant comments on longer texts heard.</p> <p>3.7. Give clear and more detailed instructions.</p> <p>3.8. Participate actively in longer conversations.</p> <p>3.9. Produce simple descriptions of objects and people.</p> <p>3.10. Tell a short story in own words.</p> <p>3.11. Make effective use of English in various contexts.</p>
<b>Reading</b>	<p>3.12. Read audibly, independently and accurately with correct intonation and expression short sentences and texts to establish meaning.</p> <p>3.13. Find meaning in context from various genres of texts.</p> <p>3.14. Answer questions providing details about a text read.</p> <p>3.15. Identify words that link and sequence events.</p> <p>3.16. Link ideas using basic linking words (e.g. and, also) in sentences and paragraphs.</p> <p>3.17. Use a dictionary independently to check spelling and verify the meaning of words with relative ease.</p>
<b>Writing</b>	<p>3.18. Respond to and compose texts using appropriate vocabulary.</p> <p>3.19. Use basic grammatical features and conventions of punctuation (E.g. Full stop, capital letters, speech mark and question mark).</p> <p>3.20. Write simple and organised texts using a wider range of linking words. (E.g. and, then ...) and markers of time (first, then, next, after etc...)</p> <p>3.21. Write a simple descriptive text on people, objects and places (8 sentences).</p> <p>3.22. Use narrative language to describe people, places, objects, events, and actions.</p> <p>3.23. Write a simple poem with rhymes.</p> <p>3.24. Write using simple dialogues of at least 6-8 exchanges in contexts.</p> <p>3.25. Spell words with more than 3-4 syllables usually accurately.</p> <p>3.26. Write using clear and legible joined-up writing.</p>

ENGLISH ATTAINMENT TARGETS - PRIMARY 1-6

**PRIMARY 4**

<b>ELEMENTS</b>	<b>DESCRIPTORS</b>
<b>Listening</b>	<p><b>At the end of Primary 4 the learner is able to...</b></p> <p>4.1. Listen with confidence in an increasing range of contexts, exploring and communicating ideas.</p> <p>4.2. Identify main themes, characters and settings in more complex narrative and descriptive texts using appropriate vocabulary.</p> <p>4.3. Listen to short informative texts from diverse media sources.</p> <p>4.4. Listen to more specific dialogues related to familiar contexts.</p>
<b>Speaking</b>	<p>4.5. Talk confidently in an increasing range of contexts, exploring and communicating ideas using structured conversations.</p> <p>4.6. Speak clearly, using familiar vocabulary and appropriate grammatical structures in different contexts.</p> <p>4.7. Express opinions clearly with justification.</p> <p>4.8. Tell a short structured story with simple descriptions of characters, settings and themes.</p> <p>4.9. Ask questions that are responsive to other's ideas.</p> <p>4.10. Translate simple sentences and short paragraphs from French and Creole to English and vice-versa.</p> <p>4.11. Retell key details from a text that has been read independently.</p> <p>4.12. Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text read.</p> <p>4.13. Use appropriately some of the features of grammar and vocabulary.</p>
<b>Reading</b>	<p>4.14. Identify needs, feelings and emotions in a text read.</p> <p>4.15. Locate and use ideas and information in a text read.</p> <p>4.16. Identify themes, events and characters in a story using inference and reasoning.</p> <p>4.17. Make predictions and compare outcomes to the predictions in texts read.</p> <p>4.18. Understand and use words and phrases from a text that has been read independently.</p> <p>4.19. Identify more complex words that link ideas (e.g. In addition, Furthermore...)</p>
<b>Writing</b>	<p>4.20. Write clearly using legible joined –up writing for different purposes</p> <p>4.21. Write using simple and complex sentences, paragraphing, punctuation and grammatical features to support meaning.</p> <p>4.22. Write a simple friendly letter.</p> <p>4.23. Use linking words to connect ideas within a structured paragraph.</p> <p>4.24. Make use of punctuation marks within a sentence.</p> <p>4.25. Write a simple descriptive text on people and objects (12 sentences).</p>

ENGLISH ATTAINMENT TARGETS - PRIMARY 1-6

**PRIMARY 5**

<b>ELEMENTS</b>	<b>DESCRIPTORS</b>
<b>Listening</b>	<p style="text-align: center;"><b>At the end of Primary 5 the learner is able to...</b></p> <p>5.1. Listen confidently in a wide range of contexts, including formal situations.</p> <p>5.2. Pay close attention to what others say and respond appropriately and at length.</p> <p>5.3. Recognise sequencing of instructions in main prescriptive texts (e.g. recipes, manuals...)</p> <p>5.4. Listen to a range of simple and familiar texts in different contexts. (e.g. argumentative, discursive)</p>
<b>Speaking</b>	<p>5.5. Talk confidently in a wide range of contexts, including formal situations.</p> <p>5.6. Express elaborated opinions and views in different contexts and seek clarification and help.</p> <p>5.7. Make contributions in discussions and pay close attention to what others say.</p> <p>5.8. Vary expressions and vocabulary to effectively engage the listener.</p> <p>5.9. Tell more structured stories with detailed descriptions of people, places and things.</p> <p>5.10. Give clear sequence of instructions in main prescriptive texts (recipes, manuals...)</p> <p>5.11. Ask and answer questions to clarify information about a text read.</p> <p>5.12. Interpret orally information from a text heard.</p>
<b>Reading</b>	<p>5.13. Read and understand a wide range of texts in different forms (e.g. magazines, newsletter, newspapers, internet...)</p> <p>5.14. Identify main themes, characters and settings in more complex narrative texts.</p> <p>5.15. Retell a story, using narrative language to describe characters, setting(s), and a beginning, middle and an end.</p> <p>5.16. Interpret information read independently and ask additional questions for clarification.</p> <p>5.17. Retrieve and organise information from a range of sources.</p>
<b>Writing</b>	<p>5.18. Write clearly and fluently in a range of forms for different readers.</p> <p>5.19. Use a range of precise vocabulary creatively to shape meaning with accuracy, clarity and coherence</p> <p>5.20. Group simple and complex information into coherent paragraphs.</p> <p>5.21. Write a familiar story (at least 3 paragraphs) that includes: setting(s), character(s), dialogue and appropriate events using words and phrases to indicate the chronology of events.</p>

ENGLISH ATTAINMENT TARGETS - PRIMARY 1-6

PRIMARY 6

ELEMENTS	DESCRIPTORS
<b>Listening</b>	<p><b>At the end of Primary 6 the learner is able to...</b></p> <p>6.1. Listen to a variety of more elaborate texts (prescriptive, narrative, descriptive, and informative) to interpret main and specific information.</p> <p>6.2. Identify different views and appropriate vocabulary in more complex texts.</p> <p>6.3. Show attention during conversations and discussions using appropriate facial expressions.</p>
<b>Speaking</b>	<p>6.3. Adapt talk to the demands of different contexts with confidence.</p> <p>6.4. Express and justify elaborated views in a variety of contexts.</p> <p>6.5. Provide detailed information on a variety of texts.</p> <p>6.6. Speak coherently and confidently in range of formal/ informal contexts with increasingly accurate pronunciation and intonation.</p> <p>6.7. Compare and explain the similarities and differences between English and other languages and word origins.</p> <p>6.8. Give opinions about what is heard in a text read aloud, including answering 'why' questions that require recognising cause/effect relationships.</p>
<b>Reading</b>	<p>6.9. Read fluently different genres of more complicated texts using appropriate reading techniques.</p> <p>6.10. Summarise in own words selected parts of the text.</p> <p>6.11. Make connections to events or experiences in a text read and make connections among several texts read.</p> <p>6.12. Integrate information and evaluate evidence.</p> <p>6.13. Identify words that contrast ideas.</p> <p>6.14. Summarise a range of information from different sources.</p>
<b>Writing</b>	<p>6.15. Write using a range of punctuation and organise ideas in paragraphs.</p> <p>6.16. Effectively transfer knowledge of language concepts into new and different contexts.</p> <p>6.17. Produce a variety of writings.</p> <p>6.18. Use a range of sentence structure and varied vocabulary.</p> <p>6.19. Spell accurately.</p> <p>6.20. Produce descriptions on objects, places and people.</p> <p>6.21. Write a simple summary.</p>

### 3. COMPETENCES ATTENDUES DE PRIMAIRE 1 A PRIMAIRE 6-FRANÇAIS

Le Français est une matière dès la crèche jusqu'à la fin des études secondaires. L'enseignement du français concerne les quatre domaines suivants : *compréhension orale, production orale, compréhension écrite, production écrite*. Donc, l'apprentissage du français est pour l'apprenant l'occasion de découvrir, de maîtriser, de percevoir, de comprendre, de dire et de s'exprimer autrement.

#### PRIMAIRE 1

COMPETENCES	INDICATEURS
	<b>A la fin de la première année du primaire, l'élève est capable de :</b>
<b>Compréhension Orale (Ecouter)</b>	1.1 Distinguer mot et syllabe dans une phrase courte entendue 1.2 Localiser une syllabe dans un mot entendu 1.3 Donner le nombre des syllabes contenus dans un mot entendu <i>(bateau= ba /teau 2 syllabes)</i> 1.4 Ecouter une histoire courte et simple et répondre à quelques questions très simples. (qui, où, quoi)
<b>Production Orale (parler)</b>	1.5 Dire une comptine/ un poème court et simple en respectant le rythme et l'intonation 1.6 Utiliser le pronom ' <i>je</i> ' pour parler de soi. 1.7 Utiliser le pronom ' <i>tu, il, elle</i> ' pour parler de son camarade. 1.8 Donner des consignes simples liées aux activités de la classe ou autres situations de communication : <i>- Prends/prenez ...</i> <i>- assieds-toi/asseyez ...</i> <i>Ouvre /ouvrez la fenêtre ...</i>
<b>Compréhension Ecrite (Lire)</b>	1.9 Nommer les 26 lettres de l'alphabet 1.10 Localiser une syllabe dans un mot 1.11 Dégager le sens global du message contenu dans une illustration : Relever les noms d'animaux, de personnages 1.12 Lire quelques phrases simples contenues dans une histoire ou comptine entendue
<b>Production Ecrite (Ecrire)</b>	1.13 Ecrire les 26 lettres de l'alphabet. 1.14 Ecrire son nom et prénom. 1.15 Recopier un mot illustrant une image 1.16 Reproduire quelques phrases courtes simples écrites au tableau ou sur autres supports

## COMPETENCES ATTENDUES DE PRIMAIRE 1 A PRIMAIRE 6 – FRANÇAIS

### PRIMAIRE 2

COMPETENCES	INDICATEURS
	<b>A la fin de la deuxième année du primaire, l'élève est capable de :</b>
<b>Compréhension Orale (Ecouter)</b>	<p>2.1 Ecouter des phrases simples liées aux activités de la classe et autres situations de communication.</p> <p>2.2 Ecouter une conversation courte et familière :</p> <ul style="list-style-type: none"> <li>• Relever qui parle</li> <li>• Le sujet de conversation (de quoi on parle ?)</li> <li>• Le lieu de conversation (où se déroule la conversation ?) (qui, où, quoi)</li> </ul> <p>2.3 Distinguer les sons du français en particulier les voyelles et quelques consonnes en position initiale ou en terminale (<i>f, ch, v</i>)</p>
<b>Production Orale (parler)</b>	<p>2.4 Décrire oralement en 2 à 3 petites phrases un objet, une personne...</p> <p>2.5 Poser une question et produire oralement des phrases simples.</p> <p>2.6 Raconter une histoire déjà entendue en s'appuyant sur des illustrations ou autres supports audio ou visuels.</p> <p>2.7 Parler de ses expériences personnelles, ses préférences ou d'un sujet d'intérêt dans un langage simple :</p> <ul style="list-style-type: none"> <li>-J'aime ...</li> <li>-Je n'aime pas ...</li> <li>-j'aime mieux/je préfère</li> </ul>
<b>Compréhension Ecritte (Lire)</b>	<p>2.8 Connaître les 26 lettres de l'alphabet et l'ordre alphabétique.</p> <p>2.9 Associer les lettres aux sons pour solutionner des mots inconnus.</p> <p>2.10 Reconnaître visuellement et globalement quelques mots familiers dans de courtes phrases.</p> <p>2.11 Lire des questions/phrases simples.</p> <p>2.12 Trouver l'ordre d'une série de 4 à 6 images d'un texte qui a été lu (par l'enseignant).</p>
<b>Production Ecrite (Ecrire)</b>	<p>2.13 Reproduire un mot, une petite phrase avec l'aide de l'enseignant.</p> <p>2.14 Ecrire sans l'aide de l'enseignant des mots simples en respectant les correspondances entre lettres et sons.</p> <p>2.15 Identifier les phrases d'un texte en s'appuyant sur la ponctuation (point et majuscule).</p>

## COMPETENCES ATTENDUES DE PRIMAIRE 1 A PRIMAIRE 6 – FRANÇAIS

### PRIMAIRE 3

COMPETENCES	INDICATEURS
<b>Compréhension Orale (Ecouter)</b>	<b>A la fin de la troisième année du primaire, l'élève est capable de :</b>
	<p>3.1 Ecouter un texte et relever des informations concernant : le thème, le(s) personnage(s) ...</p> <p>3.2 Ecouter un message, une conversation :</p> <ul style="list-style-type: none"> <li>• Relever qui parle</li> <li>• Le sujet de conversation</li> <li>• Le lieu de conversation (qui, où, quand, quoi)</li> </ul>
<b>Production Orale (parler)</b>	<p>3.3 Produire un court message pour, par exemple, exprimer ses besoins, dans des situations de classe ou autres situations de communication</p> <p>3.4 Produire des phrases de plus en plus longues, assez bien construites.</p> <p>3.5 Participer à un dialogue en s'exprimant de manière compréhensible.</p> <p>3.6 Produire une simple description d'un personnage ou d'un objet (5 phrases).</p>
<b>Compréhension Ecritte (Lire)</b>	<p>3.7 Lire une phrase, une instruction, et comprendre ce qui est attendu.</p> <p>3.8 Relever dans des textes simples (des poèmes, des histoires ...) des informations pour établir le sens.</p>
<b>Production Ecrite (Ecrire)</b>	<p>3.9 Construire quelques phrases à l'aide d'un modèle, pour, par exemple, exprimer ses goûts, se présenter ...</p> <p>3.10 Ecrire sans l'aide de l'enseignant une phrase simple cohérente à partir de différents supports</p>

## COMPETENCES ATTENDUES DE PRIMAIRE 1 A PRIMAIRE 6 – FRANÇAIS

### PRIMAIRE 4

A la fin de la quatrième année du primaire, l'élève est capable de :	
COMPETENCES	INDICATEURS
<b>Compréhension Orale (Ecouter)</b>	4.1 Ecouter des textes simples qui expriment des opinions. 4.2 Ecouter une histoire, et avec l'aide de l'enseignant ou par des images, reformuler quelques éléments de l'histoire écoutée
<b>Production Orale (parler)</b>	4.2 Exprimer des opinions à partir des textes simples. 4.3 Inventer un court dialogue dans un contexte, telle jeu de rôle. 4.4 Formuler correctement des questions et rapporter clairement un événement ou une information simple. 4.5 Raconter une histoire en utilisant ses propres mots.
<b>Compréhension Ecritte (Lire)</b>	4.6 Se repérer dans un livre (couverture, page, images, texte). 4.7 Lire et exploiter des documents simples: carte, plan 4.8 Lire un texte et reformuler quelques éléments entendus et répondre à des questions.
<b>Production Ecrite (Ecrire)</b>	4.9 Construire plusieurs phrases à l'aide d'un modèle, pour, par exemple, exprimer ses préférences et ses besoins. 4.10 Produire une carte postale, une carte d'invitation. 4.11 Produire des courts textes (descriptifs, informatifs, prescriptifs) à partir divers supports (visuels, audiovisuels ...) et en respectant quelques caractéristiques de base.

## COMPETENCES ATTENDUES DE PRIMAIRE 1 A PRIMAIRE 6 – FRANÇAIS

### PRIMAIRE 5

A la fin de la cinquième année du primaire, l'élève est capable de :	
COMPETENCES	INDICATEURS
<b>Compréhension Orale (Ecouter)</b>	<p>5.1 Ecouter une histoire racontée ou lue par l'enseignant, la raconter, au moins comme une succession logique.</p> <p>5.2 Utiliser le contexte pour comprendre un mot, une phrase.</p> <p>5.3 Ecouter et comprendre des discussions, des débats simples traitant des thèmes familiers :</p> <ul style="list-style-type: none"> <li>• Relever qui parle</li> <li>• Le sujet de conversation</li> <li>• les arguments/les marques d'argumentation</li> </ul>
<b>Production Orale (parler)</b>	<p>5.4 S'exprimer avec précision pour se faire comprendre en utilisant un vocabulaire approprié.</p> <p>5.5 Poser des questions plus élaborées pour avoir des clarifications ou des informations supplémentaires.</p> <p>5.6 Faire une description assez détaillée sur le personnage, le lieu ...</p>
<b>Compréhension Ecritte (Lire)</b>	<p>5.7 Donner son avis sur une histoire lue.</p> <p>5.8 Lire et exploiter des documents divers : carte, plan, grille.</p> <p>5.9 Dans des situations simples (expérience personnelle ou sujets déjà abordés), faire des hypothèses sur le contenu d'un texte au vu de la page de couverture du livre ou d'un titre donné.</p> <p>5.10 Répondre à différents types de textes pour montrer la compréhension des principales idées et commencer à utiliser les techniques d'inférence, de déduction, d'hypothèse et de prédiction.</p>
<b>Production Ecrite (Ecrire)</b>	<p>5.11 Rédiger une phrase complexe, amplifier une phrase simple.</p> <p>5.12 Ecrire d'une manière organisée différents types de textes (narratif, descriptif, prescriptif, informatif) en utilisant une orthographe généralement précise et un vocabulaire approprié.</p>

## COMPETENCES ATTENDUES DE PRIMAIRE 1 A PRIMAIRE 6 – FRANÇAIS

### PRIMAIRE 6

A la fin de la cinquième année du primaire, l'élève est capable de :	
COMPETENCES	INDICATEURS
<b>Compréhension Orale (Ecouter)</b>	<p>6.1 Ecouter différents types de textes (narratif, descriptif, prescriptif, informatif) et relever :</p> <ul style="list-style-type: none"> <li>- l'idée principale</li> <li>-des informations spécifiques</li> </ul> <p>6.2 Repérer les opinions et les marques d'argumentation dans un texte argumentatif.</p>
<b>Production Orale (parler)</b>	<p>6.3 S'exprimer de façon correcte et appropriée : prononcer les sons et les mots avec exactitude.</p> <p>6.4 Formuler correctement des questions.</p> <p>6.5 Produire des phrases complexes, bien structurée.</p>
<b>Compréhension Ecrite (Lire)</b>	<p>6.6 Lire et exploiter des documents divers : carte, plan, grille, tableau ...</p> <p>6.7 Lire avec aisance différents types de textes.</p> <p>6.8 Dans des situations plus élaborées, faire des hypothèses sur le contenu ou la fin d'une histoire.</p> <p>6.9 Relever dans un texte des informations détaillées et déduire des informations nouvelles.</p>
<b>Production Ecrite (Ecrire)</b>	<p>6.10 Rédiger différents types de textes d'au moins deux paragraphes en veillant à leur cohérence, et en respectant l'orthographe et la ponctuation.</p>

#### 4. MATHEMATICS ATTAINMENT TARGETS FOR PRIMARY 1 TO 6

Mathematics knowledge, skills and attitudes are all fundamental to effective education which contributes to the overall development of problem solving, reasoning and creativity. The study of mathematics helps to develop general skills, train the minds, assist in the development of spatial awareness, provides a powerful means of communication- to clarify, simplify and structure information.

##### PRIMARY 1

Elements	Descriptors
<b>Number and Algebra</b>	<b>At the end of Primary One(1) a Learner is able to:</b>
	<p><b>Number and Place value</b></p> <p>1.1. Count to and from 100 beginning from any number and write the numbers in figures; and in words to at least 20.</p> <p>1.2. Count by twos, fives and tens starting from zero to 100.</p> <p>1.3. Represent numbers using objects, pictures, drawings and other representations. Make use of a number line.</p> <p>1.4. Use the language of: <b>equal to, more than, less than (fewer), most, least</b></p> <p><b>1.5. Order numbers from most to least and least to most</b></p> <p>1.6. Use addition and subtraction to solve simple problems using a range of strategies with numbers up to 20.</p> <p>1.7. Use number bonds to 10 (e.g <math>6+2=8</math>; <math>8-6=2</math>; <math>2=8-6</math>) and then to 20 (e.g <math>9+7=16</math>; <math>16-7=9</math>, <math>7=16-9</math>)</p> <p>1.8. Count collections to 100 by breaking up and regrouping numbers using place value e.g (87 is 8 tens and 7 ones/units) or (8 tens and 7 ones/units is 87)</p> <p>1.9. Add and subtract numbers within the range of 99 with and without regrouping/”carrying” the units <math>27+14=41</math> (with regrouping), or <math>27+12=39</math> (without regrouping)</p> <p>1.10. Use multiplication and division (grouping and sharing small quantities) to solve one step problems by calculating the answers using concrete objects, pictorial representations and arrays/collections with the support of the teacher.</p>
	<p><b>Fractions</b></p> <p>1.14 Recognise and describe one-half as one of two equal parts of a whole; in shapes, in sets up to 20.</p>
<p><b>Money</b></p> <p>1.15 Recognise, describe and order <b>Seychelles coins</b> according to their value.</p> <p>1.16 Find different combinations of cents coins that equal to 25cent coins, 10</p>	

	cent coin and 1 rupee
	<p><b>Patterns and Algebra</b></p> <p>1.17 Investigate and describe number patterns formed by skip counting and patterns with objects, shapes, e.g. 2, 4, 6, ...., .....</p>
<b>Measurements and Geometry</b>	<p><b>Units of Measurement</b></p> <p>1.18 Measure, compare, estimate, record and order the <b>lengths</b> and <b>capacities</b> of objects using non standard unit e.g: for length – hand span, footstep, same length of pencil and for capacity – same size mugs, bottles, spoons.</p> <p>1.19 Sequence events in order using language such as before and after, next, today, tomorrow, morning, afternoon and evening.</p> <p>1.20 State verbally and in writing the 12-hour time in hours and half hour using digital form and the clock face to show these times.</p> <p>1.21 Describe duration using months, weeks, days and hours</p>
	<p>1.22 Recognise, name and describe the properties of 2-D shapes e.g. rectangles, squares, circles and triangles using obvious features.</p> <p>1.23 Recognise, name and describe the properties of 3-D shapes and three-dimensional objects e.g. cuboids, cubes, pyramids and spheres.</p>
<b>Statistics</b>	<p><b>Chance</b></p> <p>1.24 Predict outcomes of familiar situations, events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or might happen’.</p>
<b>Probability</b>	<p><b>Handle Data</b></p> <p>1.25 Represent data with objects and drawings where one object or drawing represents one data value.</p> <p>1.26 Describe data represented.</p> <p>1.27 Answer questions about data represented</p>

MATHEMATICS ATTAINMENT TARGETS FOR PRIMARY 1 TO 6

PRIMARY2

Elements	Descriptors
<p><b>Number and Algebra</b></p>	<p><b>At the end of Primary Two(2) a Learner is able to:</b></p>
	<p><b>Number and Place value</b></p> <p>2.1 Count by 2s, 3s, and 5s and in 10s from 0 to 100 from any number, forwards and backwards</p> <p>2.2 Model, represent and order numbers to at least 999</p> <p>2.3 Group, partition and rearrange collections up to 999 (i.e. hundreds, tens and ones)</p> <p>2.4 Identify, represent and estimate numbers using different representations, including the number line</p> <p>2.5 Recognise and use the inverse relationship between addition and subtraction, use this to check calculations and solve missing number problems.</p> <p>2.6 Solve simple addition and subtraction problems using a range of efficient mental and written strategies.</p> <p>2.7 Recognise and represent multiplication as repeated groups and repeated addition.</p> <p>2.8 Recall and use multiplication facts and division facts for the 2, 3, 5, and 10 multiplication tables including recognising odd and even numbers</p> <p>2.9 Recognise and represent division as grouping into equal sets and solve simple problems using these representations</p> <p>2.10 Calculate mathematical statements for multiplication and division within the multiplication tables and use the corresponding multiplication(x), Division (<math>\div</math>) and equal (=) signs</p> <p>2.11 Start to develop understanding of the inverse relations in multiplication and division (e.g <math>4 \times 5 = 20</math> and <math>20 \div 5 = 4</math>)</p> <p>2.12 Solve problems involving multiplication and division using materials, equal grouping/collections, repeated addition, mental methods, multiplication and division facts</p>
	<p><b>Fractions</b></p> <p>2.15 Recognise, find, name and write <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of shapes; set of objects and quantity</p> <p>2.16 Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p>
	<p><b>Money</b></p> <p>2.17 Find different combinations of coins that equal to the same amount of money.</p> <p>2.18 Solve simple problems in a practical context involving addition and subtraction of money. (e.g. <math>3Rs + 4 Rs = Rs7</math>   <math>Rs 10 - Rs7 = Rs 3</math>)</p>

	<p style="text-align: center;"><b>Patterns</b></p> <p>2.19 Describe patterns with numbers and identify missing elements. 2.20 Solve problems by using number sentences with addition and subtraction.</p>
<b>Measurements and Geometry</b>	<p style="text-align: center;"><b>Measurements</b></p> <p>2.21 Compare and order several shapes and objects based, on length, area, volume and capacity, using appropriate uniform units. 2.22 Use appropriate standard units to estimate and measure length and height, using rulers. (metres/ cm) 2.23 Estimate and measure capacity to the nearest appropriate unit, using scales, and measuring vessels/containers. 2.24 Compare masses of objects using balance scales 2.25 Tell time to the quarter-hour, using the language of ‘past’ and ‘to’ 2.26 Tell and write time to five minutes, including quarter past and quarter to the hour; draw the hands on a clock face to show these times. 2.27 Compare and sequence intervals of time 2.28 Name and order months 2.29 Use a calendar to identify the date and determine the number of days in each month</p>
	<p style="text-align: center;"><b>Properties of Shape</b></p> <p>2.30 Identify and describe the properties of 2-D shapes, including the number of sides and line of symmetry in a vertical line 2.31 Identify and describe the features of 3-D objects, including the number of edges, vertices and faces 2.32 Identify and describe the positions of 2-D shapes in relation to 3-D (e.g. a circle on a cylinder and a triangle on a pyramid) 2.32 Compare and sort common 2-D and 3-D shapes and everyday objects</p>
<b>Statistics and Probability</b>	<p style="text-align: center;"><b>Chance</b></p> <p>2.33 Use mathematical language such as; - likely; unlikely; certain; impossible, through practical activities, and to describe everyday events.</p>
	<p style="text-align: center;"><b>Handling Data</b></p> <p>2.34 Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. 2.35 Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. 2.36 Ask and answer simple questions about totalling and comparing categorical data.</p>

MATHEMATICS ATTAINMENT TARGETS FOR PRIMARY 1 TO 6

PRIMARY 3

Elements	Descriptors
<p><b>Number and Algebra</b></p>	<p><b>At the end of Primary Three (3) a Learner is able to:</b></p> <p><b>Number and Place value</b></p> <p>3.1 Count from 0 in multiples of 4, 8 and 50;</p> <p>3.2 Find 10 or 100, more or less, than a given number</p> <p>3.3 Investigate the conditions required for a number to be odd or even</p> <p>3.4 Recognise, model, represent and order numbers to at least 10 000</p> <p>3.5 Apply place value to partition (break up or down), rearrange and regroup numbers to at least 10 000 (Thousand, hundreds, tens and ones)</p> <p>3.6 Read and write numbers 10 000 up to in words and in figures/numerals</p> <p>3.7 Solve number problems and practical problems involving these ideas</p> <p>3.8 Add and subtract numbers with up to three digits, using formal written methods addition and subtraction (Place value); use inverse operation to check the answers.</p> <p>3.9 Solve problems, including missing number problems, using number facts, place value, addition and subtraction.</p> <p>3.10 Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for Computation.</p> <p>3.11 Recall and use multiplication and division facts for 3, 4, and 8 multiplication tables</p> <p>3.12 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two- digit numbers times one-digit numbers</p> <p>3.13 Solve problems, including missing number problems, involving Multiplication and division.</p>
	<p><b>Fractions</b></p> <p>3.14 Model and represent unit fractions including <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math> and their multiples to a complete whole.</p> <p>3.15 Count up and down in tenths;</p> <p>3.16 Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>3.17 Add and subtract fractions with the same denominator within one</p>

	<p>whole (e.g. <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>)</p> <p>3.18 Compare and order fractions with the same and different denominator</p> <p>3.19 Solve fractions involving fractions (out of the above)</p>
	<p><b>Money</b></p> <p>3.20 Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents</p> <p>3.21 Add and subtract amounts of money to give change using both rupees and cents in practical context</p>
	<p><b>Patterns and Algebra</b></p> <p>3.22 Describe number patterns resulting from performing addition and subtraction</p> <p>3.23 Create number patterns resulting from performing addition or subtraction</p>
<b>Elements</b>	<b>Descriptors</b>
<b>Measurement and Geometry</b>	<p><b>Units of measurement</b></p> <p>3.24 Measure, order and compare objects using familiar metric units of length(m/cm/mm); mass(kg/g) and volume/capacity(l/ml)</p> <p>3.25 Measure the perimeter of simple 2-D shapes</p> <p>3.26 Tell time to the minute and investigate the relationship between units of time</p> <p>3.27 Record and compare time in terms of seconds, minutes and hours</p> <p>3.28 Use vocabulary such as:- o'clock, am/pm, morning, afternoon, noon and midnight</p> <p>3.29 Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>3.30 Compare durations of events (e.g. calculate the time taken for a particular events or tasks)</p>
	<p><b>Shape</b></p> <p>3.31 Recognise angles as a property of shape or a description of a turn</p> <p>3.32 identify angles in relation to rotation and make comparison between</p>

	<p>them  (e.g. Two right angles make a half turn three make three quarter turn)</p> <p>3.33 Identify acute, obtuse and right angles</p> <p>3.34 Identify horizontal; vertical lines; pairs of perpendicular and parallel lines</p> <p>3.35 Make models of three dimensional objects and describe their key features</p>
	<p><b>Location and transformation</b></p> <p>3.36 Create and interpret simple grid maps to show position and pathways</p> <p>3.37 Identify symmetry in the environment</p>
<b>Statistics and Probability</b>	<p><b>Chance</b></p> <p>3.38 Conduct chance experiments, identify and describe possible outcomes and recognise variation in results</p>
	<p><b>Handling Data</b></p> <p>3.39 Identify data sources and plan methods of data collection and recording</p> <p>3.40 Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs and bar charts.</p> <p>3.41 Interpret the information from the different data sources to answer/sole one-step and two-step problems e.g. ‘How many more?’</p>

MATHEMATICS ATTAINMENT TARGETS FOR PRIMARY 1 TO 6

**PRIMARY 4**

<b>At the end of Primary Four (4) a Learner is able to:</b>	
<b>Elements</b>	<b>Descriptors</b>
<b>Number and Algebra</b>	<p><b>Number and Place Value</b></p> <p>4.1 Investigate number sequences involving multiples of 3, 4, 6, 7,8, and 9 (adding multiples of 6,7,9,25)</p> <p>4.2 Investigate and use the properties of odd and even numbers</p> <p>4.3 Recognise, represent and order numbers to at 10 000</p> <p>4.4 Apply place value to partition, rearrange and regroup numbers up to at least 10 000 using assisted calculations.</p> <p>4.5 Add and subtract numbers with up to 4 digits using the formal written methods for addition and subtraction (place value)</p> <p>4.6 Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use</p> <p>4.7 Recall multiplication facts up to 12 x 12 and related division facts</p> <p>4.8 Use place value, and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>4.9 Recognise and use factor in mental calculations</p> <p>4.10 Multiply two digit and three-digit numbers by one-digit using formal written layout</p> <p>4.11 Solve problems involving multiplication and division</p>
	<p><b>Fractions</b></p> <p>4.12 Investigate equivalent fractions used them in context</p> <p>4.13 Count by quarters, halves and thirds, including with mixed Numerals.</p> <p>4.14 Locate and represent fractions on a number line (quarters, halves and thirds)</p> <p>4.15 Recognise that the place value system can be extended to tenths and hundredths.</p> <p>4.16 Make connections between fractions and decimal notation</p> <p><b>Money and Financial mathematics</b></p> <p>4.17 Solve problems involving purchases and the calculation of change to the nearest five cents</p>

	<p><b>Patterns and algebra</b></p> <p>4.18 Explore and describe number patterns resulting from performing multiplication</p> <p>4.19 Solve word problems by using number sentences involving multiplication or division where there is no remainder</p> <p>4.20 Use equivalent number sentences involving addition and subtraction to find unknown quantities</p>
<b>Measurements</b>	<p><b>Units of Measurements</b></p> <p>4.21 Use scaled instruments to measure and compare lengths, masses, capacities and temperatures</p> <p>4.22 Convert between units of time, using am and pm notion and solve simple time problems</p> <p>4.23 Compare objects using familiar metric units of area and volume</p>
<b>Geometry</b>	<p><b>Shape</b></p> <p>4.24 Compare the areas of regular and irregular shapes by informal Means.</p> <p>4.25 Compare and describe two dimensional shapes that result from combining and splitting common shapes.</p>
	<p><b>Location and Transformation</b></p> <p>4.26 Use simple scales, legends and directions to interpret information contained in basic maps</p> <p>4.27 Create symmetrical patterns, pictures and shapes</p>
	<p><b>Geometric reasoning</b></p> <p>4.28 Compare angles and classify them as equal to, greater than or less than a right angle</p>
<b>Statistics</b>	<p><b>Chance</b></p> <p>4.28 Describe possible everyday events and order their chances of occurring</p> <p>4.29 identify everyday events where one cannot happen, if the other happens</p> <p>4.20 Identify events where the chance of one will not be affected by the occurrence of the other</p>
<b>probability</b>	<p><b>Data Representation and Interpretation</b></p> <p>4.21 Select and trial methods for data collection, including survey questions and recording sheets</p> <p>4.22 Construct suitable data displays, with and without the use of Digital technologies, from given or collected data.</p>

MATHEMATICS ATTAINMENT TARGETS FOR PRIMARY 1 TO 6

PRIMARY 5

Elements	Descriptors
<p><b>Number and Algebra</b></p>	<p><b>At the end of Primary Five (5) a Learner is able to:</b></p>
	<p><b>Number and place Value</b></p> <p>5.1 Read write and compare numbers to at least 1000 000 and determine the value of each digit</p> <p>5.2 Count forwards and backwards by 10 (including steps of powers) for any number up to 1 000 000</p> <p>5.3 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers</p> <p>5.4 Round up any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>5.5 Solve number problems involving numbers (All of the above)</p> <p>5.6 Add and subtract whole numbers (large numbers)</p> <p>5.7 Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>5.8 Use estimation and rounding to check answers to calculations and determine levels of accuracy in the context of a problem</p> <p>5.9 Identify and describe factors and multiples of whole numbers and use them to solve problems</p> <p>5.10 Establish whether a number up to 100 is prime and recall prime numbers to at least 19</p> <p>5.11 Multiply numbers up to 4 digits by one-or two digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>5.12 Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainder appropriately for the context</p> <p>5.13 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>5.14 Recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</p> <p>5.15 Solve problems involving multiplication and division, using their knowledge of factors and multiples, squares and cubes</p> <p>5.16 Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental and written strategies, using their knowledge of factors and multiples,</p>

	<p>squares and cubes</p> <p>5.17 Solve problems involving division by a one digit number, including those that result in a remainder</p> <p>5.18 Use efficient mental and written strategies to solve problems</p>
	<p><b>Fractions, Decimals and Percentages</b></p> <p>5.19 Compare and order fractions whose denominators are all multiples of the same number</p> <p>5.20 Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>5.21 Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>]</p> <p>5.22 Add and subtract fractions with the same denominator, and denominators that are multiples of the same number</p> <p>5.23 Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>5.24 Read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</p> <p>5.25 Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>5.26 Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</p> <p>5.27 Read, write, order and compare numbers with up to 3 decimal places</p> <p>5.28 Solve problems involving number up to 3 decimal places</p> <p>5.29 Recognize the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100, and as a decimal fraction</p> <p>5.20 Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</p>
	<p><b>Money and Financial Mathematics</b></p> <p>5.21 Create simple financial plans and solve simple rates problems</p>

	<p><b>Patterns and Algebra</b></p> <p>5.22 Describe, and continue to create patterns with fractions, decimals and whole numbers resulting from addition and subtraction</p> <p>5.23 Use equivalent number sentences involving multiplication and division to find unknown quantities</p>
<b>Measurements and Geometry</b>	<p><b>Measurements</b></p> <p>5.24 Convert between different units of metric measure e.g, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]</p> <p>5.2 6 Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>5.27 Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>5.28 Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes</p> <p>5.29 Estimate volume e.g. using 1 cm<sup>3</sup> blocks to build cuboids including cubes and capacity e.g. using water</p> <p>5.30 Solve problems involving converting between units of time</p> <p>5.31 Use all four operations to solve problems involving measure such as , length, mass, volume, money, using decimal notation, including scaling</p> <p><b>Properties of Shapes</b></p> <p>5.32 Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>5.33 Know that angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>5.34 Draw given angles, and measure them in degrees (°)</p> <p>5.35 Identify:</p> <ul style="list-style-type: none"> <li>-Angles at a point and 1 whole turn (total 360°)</li> <li>-Angles at a point on a straight line and half a turn (total 180°)</li> <li>-Other multiples of 90°</li> </ul> <p>5.36 Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>5.36Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p>
<b>Statistics</b>	<p><b>Chance</b></p> <p>5.38 List outcomes of chance experiments involving, equally, likely Outcomes and represent probabilities of those outcomes using</p>

	<p>fractions</p> <p>5.39 Recognise that probabilities range from 0 to 1</p>
<b>probability</b>	<p><b>Data Representation and Interpretation</b></p> <p>5.40 Pose questions and collect categorical or numerical data by observation or survey</p> <p>5.41 Construct displays, including column graphs, dot plots (line graph) and tables, appropriate for data type,</p> <p>5.42 Describe and interpret different data sets in context</p>

MATHEMATICS ATTAINMENT TARGETS FOR PRIMARY 1 TO 6

PRIMARY 6

;Elements	Descriptors
<p><b>Number and Algebra</b></p>	<p><b>At the end of Primary Six (6) a Learner is able to:</b></p> <p><b>Number and Place values</b></p> <p>6.1 Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</p> <p>6.2 Round any whole number to a required degree of accuracy</p> <p>6.3 Use negative numbers in context, and calculate intervals across 0</p> <p>6.4 Solve number and practical problems that involves all of the above</p> <p>6.5 Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>6.6 Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret the remainders as whole number remainders, fractions, or by rounding up , as appropriate for the context</p> <p>6.7 Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>6.8 Perform mental calculations, including with mixed operations and large numbers</p> <p>6.9 Identify common factors, common multiples and prime numbers</p> <p>6.10 Use their knowledge of the order of operations to carry out calculations involving the 4 operations</p> <p>6.11 Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>6.12 Solve problems involving addition, subtraction, multiplication and division</p> <p>6.13 use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p>
	<p><b>Fractions and Decimals</b></p> <p>6.14 Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>6.15 Compare and order fractions, including fractions <math>&gt;1</math></p> <p>6.16 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>6.17 Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</p>

	<p>6.18 Divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>]</p> <p>6.19 Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</p> <p>6.20 Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</p> <p>6.21 Multiply one-digit numbers with up to 2 decimal places by whole numbers</p> <p>6.22 Use written division methods in cases where the answer has up to 2 decimal places</p> <p>6.23 Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>6.24 Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p>
	<p><b>Ratio and proportion</b></p> <p>6.25 Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts</p> <p>6.26 Solve problems involving the calculation of percentages e.g. of measures and such as 15% of 360, and the use of percentages for comparison</p> <p>6.27 Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>6.28 Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>
<p><b>4.0 Algebra</b></p>	<p>4.1 6.29 Use simple formulae</p> <p>6.29 Generate and describe linear number sequence</p> <p>6.30 Express missing number problems algebraically</p> <p>6.31 Find pairs of numbers that satisfy an equation with 2 unknowns enumerate possibilities of combinations of 2 variables</p>

<p><b>Geometry and Measurements</b></p>	<p><b>Measurements</b></p> <p>6.32 Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</p> <p>6.32 use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places Convert between miles and kilometres</p> <p>6.33 Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>6.34 Recognise when it is possible to use formulae for area and volume of shapes</p> <p>6.35 Calculate the area of parallelograms and triangles</p> <p>6.36 Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</p>
	<p><b>Properties of shapes</b></p> <p>6.37 Draw 2-D shapes using given dimensions and angles</p> <p>6.38 Recognise, describe and build simple 3-D shapes, including making nets</p> <p>6.39 Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>6.40 Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>6.41 Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angle</p>
	<p><b>Position and Direction</b></p> <p>6.45 Describe positions on the full coordinate grid (all 4 quadrants)</p> <p>6.46 Draw and translate simple shapes on the coordinate plane, and reflect them in the axe</p>
<p><b>Statistics</b></p>	<p><b>Statistics</b></p> <p>6.47 Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>6.48 calculate and interpret the mean as an average</p>
<p><b>Probability</b></p>	<p><b>Handling Data</b></p> <p>6.49 Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables</p>

## 5. THE SCIENCE – PRIMARY 1-6

The studying of science in our schools is to provide students with opportunities to develop curiosity about the natural world, insight into working scientifically, and appreciate the relevance of science to their everyday lives.

### PRIMARY 1

ELEMENTS	DESCRIPTORS
	<b>At the end of Primary 1 the learner is able to :</b>
<b>Knowledge</b>	Acquire the basic knowledge and understanding of the natural immediate environment related to: 1.1. Characteristics/features of living things and non living things 1.2. Human system (external body parts, senses...) 1.3. Physical Processes (waves, light, sound. ....)
<b>Observing</b>	1.4 Identify elements related to living/non-living things, their habitat basic and physical processes in the environment using their senses.
<b>Communicating</b>	1.5 Use drawings and short sentences in writing and orally to record information on objects observed, (label, describe, compare...) using simple terms such as: light/heavy, lighter/heavier than, long/ short, big/small...
<b>Measuring</b>	1.6 Measure, compare, estimate, record and order the <b>lengths</b> and <b>capacities</b> observed of objects using non standard unit e.g.: for length – hand span, footstep, same length of pencil and for capacity same size mugs, bottles, spoons. 1.7 Compare objects by size
<b>Predicting</b>	1.8 Predicting the possible outcomes of actions and events such as objects which will float or not, recipients which will hold more or not, objects that produce sound...
<b>Classifying</b>	1.9 Match given objects according to their characteristics such as colour, shape, size, quantity ....
<b>Experimenting</b>	1.10 Ask questions such as how? why? what? where? and when? , and what will happen if? During practical activities.

### THE SCIENCE – PRIMARY 1-6

## PRIMARY 2

ELEMENTS	DESCRIPTORS
<b>Knowledge</b>	<b>AT THE END OF PRIMARY 2 A LEARNER IS ABLE TO:</b>
	Acquire the basic knowledge and understanding of the natural immediate environment related to: <ul style="list-style-type: none"> <li><b>2.1</b> Variation and classification (variety of living things)</li> <li><b>2.2</b> Nature of matter (solid, liquid , gas)</li> <li><b>2.3</b> Electricity and magnetism (uses and safety of electricity)</li> <li><b>2.4</b> Earth and space (effects of weather on living things)</li> </ul>
<b>Observing</b>	<b>2.5</b> Use simple characteristics to compare objects, materials and living things.
<b>Communicating</b>	<b>2.6</b> Record simple data and information through drawing, writing and orally about what they have found and how they found it out.
<b>Measuring</b>	<b>2.7</b> Measure and compare lengths of objects using non standard units
<b>Predicting</b>	<b>2.8</b> Foresee potential problems when doing practical activities and safety measures to be taken.
<b>Classifying</b>	<b>2.9</b> Name and sort out the given objects according to given features such as: colour, shape ,size, number
<b>Experimenting</b>	<b>2.10</b> Provide some explanations based on visual evidence from practical activities.
	<b>2.11</b> Set up simple practical enquiries/activities.

## THE SCIENCE – PRIMARY 1-6

### PRIMARY 3

ELEMENTS	DESCRIPTORS
<b>Knowledge</b>	<b>AT THE END OF PRIMARY 3 A LEARNER IS ABLE TO:</b>
	<p><b>3.1.</b>Acquire fundamental facts, ideas and concepts of:</p> <p><b>3.2.</b>Life processes and living things.(food sources and functions, balanced diet)</p> <p><b>3.3.</b>Materials and their properties(properties of matter and uses of materials)</p> <p><b>3.4.</b>Physical processes (Forces as push or pull, sources and use of light)</p> <p><b>3.5.</b>Show an understanding of scientific and technological applications to the relevant area of study (using machines)</p>
<b>Observing</b>	<b>3.6.</b> Recognize objects from a description and begin to notice patterns and relationships.
<b>Communicating</b>	<p><b>3.7.</b>Describe objects orally and write about the changes and their properties.</p> <p><b>3.8.</b>Record information in a variety of ways and begin to use simple scientific language.e.g. Drawings, labeled diagrams, writing, models, tables, picture graphs.</p>
<b>Measuring</b>	<p><b>3.9.</b>Estimate and compare sizes of different objects.</p> <p><b>3.10.</b> Take accurate measurements using standard units.</p>
<b>Predicting</b>	<b>3.11.</b> Predict the possible results of actions, events and experiments
<b>Classifying</b>	<p><b>3.12.</b> Recognize a common property in a set of objects.</p> <p><b>3.13.</b> Name, sort and match the given objects according to 2 or 3 given characteristics.</p>
<b>Experimenting</b>	<b>3.14.</b> Devise ways of solving simple problems

## THE SCIENCE – PRIMARY 1-6

### PRIMARY 4

ELEMENTS	DESCRIPTORS
<b>Knowledge</b>	<p><b>AT THE END OF PRIMARY 4 A LEARNER IS ABLE TO :</b></p> <p>4.1 Demonstrate understanding of :</p> <p>4.2 Life processes and living things.(Food chain and food webs)</p> <p>4.3 Materials and their properties.(dissolving substances in water, changing materials)</p> <p>4.4 Physical processes.(force of water, magnetic and non magnetic objects)</p>
<b>Observing</b>	4.5 Notice changes in objects, materials and events.
<b>Communicating</b>	<p>4.6 Display the use of new scientific words and phrases.</p> <p>4.7 Report on findings from practical activities both orally and written form.</p> <p>4.8 Display findings in tables and simple bar graphs.</p>
<b>Measuring</b>	4.9 Measure with reasonable accuracy by using standard units.
<b>Predicting</b>	4.10 Predict the possible results of actions, events and from simple experiments.
<b>Classifying</b>	4.11 Talk about criteria for grouping, sorting, classifying and use simple classification keys.
<b>Experimenting</b>	<p>4.12 Perform experiments to solve simple problems.</p> <p>4.13 Suggest reasonable explanations of observation from practical activities.</p> <p>4.14 Using results from experiments to draw simple conclusions.</p>

## THE SCIENCE – PRIMARY 1-6

### PRIMARY 5

ELEMENTS	DESCRIPTORS
<b>Knowledge</b>	<b>AT THE END OF PRIMARY 5 A LEARNER IS ABLE:</b>
	5.1 Develop and demonstrate further understanding of facts, ideas and concepts relevant to: 5.2 Life processes and living things.(life cycle of flowering plants, digestive system) 5.3 Materials and their properties(water sources, treatment and conservation) 5.4 Physical processes(solar energy, air/water pressure, sources and uses of energy)
<b>Observing</b>	5.5 Identify observations that are relevant to a particular investigation. 5.6 Observing trends and patterns from practical activities.
<b>Communicating</b>	5.7 Select important information and use appropriate methods for recording or presenting results such as tables, simple bar and line graphs.
<b>Measuring</b>	5.8 Select appropriate units for measuring different objects and items.
<b>Predicting</b>	5.9 Use patterns of data to make simple predictions 5.10 Interpret pieces of given data or information
<b>Classifying</b>	5.11 Identify similarities and differences between two or more objects, concepts or processes.
<b>Experimenting</b>	5.12 Plan activities and perform investigations to solve problems. 5.13 Select and use simple equipment to perform various tasks.

## THE SCIENCE – PRIMARY 1-6

### PRIMARY 6

ELEMENTS	DESCRIPTORS
<b>Knowledge</b>	AT THE END OF PRIMARY 6 A LEARNER IS ABLE TO:
	6.1 Show an understanding of scientific and technological applications relevant to their area of study.(echos,magnets,compasses,simple electrical circuits, water cycle)
<b>Observing</b>	6.2 Make some decisions about observations through experiments and recognize causes and effects.
<b>Communicating</b>	6.3 Report and present findings from enquiries/activities. 3.2 Draw conclusions orally and written form such as displays. 3.3 Use a wide range of reading materials independently.
<b>Measuring</b>	6.4 Select appropriate units for measuring, using a range of scientific equipments, with increasing accuracy and precision.
<b>Predicting</b>	6.5 Use test results and patterns data to make predictions to set up further comparative tests.
<b>Classifying</b>	6.6 Use and develop keys and other information records to identify, classify, describe living things and materials. 6.7 Recognize common behavior in organisms.
<b>Experimenting</b>	6.8 Plandifferent types of scientific enquiries/activities to answer questions. 6.9 Collect and use data to make predictions and draw conclusions.

## 6. PERSONAL AND SOCIAL EDUCATION (PSE) ATTAINMENT TARGETS FOR PRIMARY 1-6

In a fast changing world faced with a rapid technological development and marked by diverse global challenges and concerns, an understanding of self and the society the young people live in is essential if the learners are to lead happy, healthy and meaningful lives. This is a fundamental requirement, if they are to play a positive role in the family, in the community and to develop into informed, confident, committed and responsible Citizens. Therefore, PSE educates young people for life, for their personal development and for the National development.

### PRIMARY 1

ELEMENTS	DESCRIPTORS
SELF	<b>At the end of Primary One, the learner is able to;</b>
	1.1 List the different aspects of physical development and express his/her emotions appropriately. 1.2 Make reasonable choices 1.3 Communicate effectively with others, (peers and adults). 1.4 Appreciate Self (politeness, courtesy, physical appearance...)
FAMILY	1.5 Identify basic roles of family members and the need for rules in creation of harmony within the family. 1.6 Contribute positively towards the creation of a healthy and safe home environment. 1.7 Provide basic information on his/her family (name of parents, number of siblings, occupations....).
HEALTH & SAFETY	1.8 Identify health and safety hazards in the home. 1.9 Demonstrate basic care for his/her health (wash hands, brush teeth) and safety practices.
COMMUNITY	1.10 Familiarize him/herself with the school community and district. 1.11 Appreciate the school and other important institutions in the community and use them appropriately.
COUNTRY	1.12 Identify Seychelles on a world map. 1.13 Identify the National Anthem and Flag 1.14 Name the basic services available in the Seychelles and use them responsibly with the help of adults. (Seychelles Hospital, Transport, National Library...). 1.16 Demonstrate love and respect for Seychelles.
WORLD	1.17 Be aware that Seychelles is part of the world. 1.18 Show respect for other nationalities in his/her environment

**PERSONAL AND SOCIAL EDUCATION (PSE) ATTAINMENT TARGETS FOR  
PRIMARY 1-6**

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**PRIMARY 2**

<b>ELEMENTS</b>	<b>DESCRIPTORS</b>
	<b>At the end of Primary Two the learner is able to;</b>
<b>SELF</b>	2.1 State positive ways of coping with physical and emotional needs and changes. 2.2 Display positive social behaviours and explain the importance of doing so.
<b>FAMILY</b>	2.3 State the importance of being a responsible member of the family. 2.4 Identify social skills needed to live in a family.
<b>HEALTH &amp; SAFETY</b>	2.5 State the reasons for having a clean environment and his/her role for keeping the environment clean. 2.6 State the reasons for looking after oneself 2.7 Demonstrate healthy and safety practices at home, in the school and the community.
<b>COMMUNITY</b>	2.8 List the advantages of living harmoniously with neighbours and other community members. 2.9 Show respect to all members of the community.
<b>COUNTRY</b>	2.10 Identify and describe national resources. 2.11 Use national services and resources under the guidance of adults (board a bus, borrow books from the library, use playground) 2.12 Demonstrate love and respect for Seychelles.
<b>WORLD</b>	2.13 Respect other nationalities in his/her environment. 2.14 Realise the importance of being part of the world.

**PERSONAL AND SOCIAL EDUCATION (PSE) ATTAINMENT TARGETS FOR  
PRIMARY**

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**PRIMARY 3**

<b>ELEMENTS</b>	<b>AT THE END OF PRIMARY THREE, THE LEARNERS ARE ABLE TO:</b>
<b>SELF</b>	3.1 Discuss the importance of looking after his/her appearance and his/her belongings. 3.2 Demonstrate self-respect and display positive social behaviours. 3.3 Show tolerance towards the feelings, opinions and emotions of peers and others.
<b>FAMILY</b>	3.4 Practise discharging responsibilities as a member of the family. 3.5 Explain that family values are essential for family and community.
<b>HEALTH &amp; SAFETY</b>	3.6 Discuss dangers he/she can encounter at home, on the road and in the community. 3.7 Appreciate the need to avoid unsafe places and harmful substances. 3.8 List places/institutions where he/she can get help in case of emergencies.
<b>COMMUNITY</b>	3.9 Describe the importance of his/her roles as an individual in the family and in the community. 3.10 Demonstrate respect for community resources and institutions. 3.11 Be aware that we have in our community people with special needs and that they need our help.
<b>COUNTRY</b>	3.12 State the advantages of living harmoniously in the country. 3.13 Respect the rights of other citizens.
<b>WORLD</b>	3.14 Realise that we need other countries for developing our country. 3.12 Respect people from other countries.

**PERSONAL AND SOCIAL EDUCATION (PSE) ATTAINMENT TARGETS FOR  
PRIMARY**

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**PRIMARY 4**

<b>ELEMENTS</b>	<b>AT THE END OF PRIMARY FOUR, THE LEARNERS ARE ABLE TO:</b>
<b>SELF</b>	<p>4.1 Asses his/her strengths and weaknesses.</p> <p>4.2 Appreciate the importance of making positive choices for his/her well-being.</p>
<b>FAMILY</b>	<p>4.3 Adopt positive attitudes conducive to peace and harmony in the family.</p> <p>4.4 Realise that rights, roles and responsibilities go hand in hand in the family.</p>
<b>HEALTH &amp; SAFETY</b>	<p>4.5 Appreciate that exercise; rest and sleep help the respiratory system to function effectively.</p> <p>4.6 Identify unsafe and other difficult situations created by peers.</p>
<b>COMMUNITY</b>	<p>4.7 Acquire and practise skills relevant to social etiquette.</p> <p>4.8 State the importance and use of the different community services, resources, organisations and Institutions.</p>
<b>COUNTRY</b>	<p>4.9 Describe the importance of the roles of individuals and families in the country.</p> <p>4.10 Practise living peacefully in the country.</p>
<b>WORLD</b>	<p>4.11 Demonstrate respect for other countries.</p> <p>4.12 Appreciate the support of other countries.</p>

**PERSONAL AND SOCIAL EDUCATION (PSE) ATTAINMENT TARGETS FOR  
PRIMARY**

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**PRIMARY 5**

<b>ELEMENTS</b>	<b>AT THE END OF PRIMARY FIVE, THE LEARNERS ARE ABLE TO:</b>
<b>SELF</b>	<p>5.1 Explain changes associated with emotional, physical and social growth and development.</p> <p>5.2 Accept changes associated with emotional, physical and social growth and development.</p>
<b>FAMILY</b>	<p>5.3 Adopt positive lifestyles conducive to well-being and harmony in the family.</p> <p>5.4 Appreciate that misuse and abusive of drugs and alcohol have negative consequences in the family.</p>
<b>HEALTH &amp; SAFETY</b>	<p>5.5 Become aware of risk –taking behaviours and their consequences.</p> <p>5.6 Recognise the importance of making the right choices regarding lifestyle and valuing the choices made.</p>
<b>COMMUNITY</b>	<p>5.7 Respect personal values and principles and respect the opinions of others in the community.</p> <p>5.8 State the necessity of well-balanced life in order to do well physically, intellectually, spiritually and socially.</p>
<b>COUNTRY</b>	<p>5.9 Appreciate that all individuals have a role to play in the country’s development.</p> <p>5.10 Respect and protect national resources, symbols and institutions.</p>
<b>WORLD</b>	<p>5.11 Adopt tolerance and solidarity towards the international community.</p> <p>5.12 Value international cooperation.</p>

**PERSONAL AND SOCIAL EDUCATION (PSE) ATTAINMENT TARGETS FOR  
PRIMARY**

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**PRIMARY 6**

<b>ELEMENTS</b>	<b>AT THE END OF PRIMARY SIX, THE LEARNERS ARE ABLE TO:</b>
<b>SELF</b>	6.1 List some reproductive health issues affecting young people. 6.2 Outline the effects of positive interpersonal relationships on our well-being at home, at school and in the community.
<b>FAMILY</b>	6.3 Relate in positive ways with family members and deal effectively with family conflicts. 6.4 Follow rules and regulations at home and respect family values.
<b>HEALTH &amp; SAFETY</b>	6.5 Develop responsible attitudes and behaviour for health and well-being. 6.6 Use critical thinking and decision making processes in choosing healthy lifestyles and healthy habits in everyday life.
<b>COMMUNITY</b>	6.7 Value non-violent ways of resolving conflicts in the community. 6.8 Practice skills effectively with outside influences and pressures of everyday life.
<b>COUNTRY</b>	6.9 Assess critically how human activities affect our resources and the environment. 6.10 Show a sense of patriotism and maintain a sense of national identity in his/her behaviours.
<b>WORLD</b>	6.11 Explain the role of international cooperation. 6.12 List some of outside problems/challenges affecting our country/our life.

## 7. ATTAINMENT TARGETS CITIZENSHIP EDUCATION

### PRIMARY 1

<b>At the end of Primary One(1) a learner is able to:</b>	
<b>Elements</b>	<b>Descriptors</b>
<b>Individual Citizenship</b>	1.1 Value his / her own things by taking good care of them. 1.2 Develop respect for self and practice courtesy. 1.3 Develop a good attitude towards work
<b>Family</b>	1.4 Show respect to family members by expressing positively his/her feelings. 1.5 List ways to fight wastage at home. 1.6 Practice common courtesies and responsibilities in the family by using appropriate terms to address people.
<b>Community (School/ District)</b>	1.7 Demonstrate a sense of civic discipline and responsibility. 1.8 Demonstrate respect for and appreciating of the different people that comprise the society. 1.9 Apply rules and regulations.
<b>Community (National/County)</b>	1.10 Develop love for his/her country by drawing the National Flag and sing the National Anthem. 1.11 Respect public properties/places by using them appropriately. 1.12 Be aware that children have rights and responsibilities.
<b>Community (International/Region/World)</b>	1.13 Draw the map of his/her island. 1.14 Indicate where Victoria, the capital is situated. 1.15 Locate Seychelles on a World map.

## CITIZENSHIP EDUCATION ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 2

<b>At the end of Primary Two (2) a learner is able to:</b>	
<b>Elements</b>	<b>Descriptors</b>
<b>Individual Citizenship</b>	2.1 Understand the meaning of citizenship of Seychelles. 2.2 List documents which identify him/her as a citizen of Seychelles. 2.3 Show pride to his/her country by keeping its beauty and cleanliness. 2.4 Know that he/she has rights and responsibilities.
<b>Family</b>	2.5 Demonstrate care and consideration for parents and grandparents by Respecting their wisdom and parental authority. 2.6 Develop a sense of responsibility through mutual help, sharing and Playing together.
<b>Community (School/ District)</b>	2.7 Take good of school properties. 2.8 Be willing to help people in need at school and in the community. 2.9 Appreciate and observe school rules. 2.10 Participate in various school activities. 2.11 Explain the role of class prefects.
<b>Community (National/Count ry)</b>	2.12 Demonstrate respect for and appreciate of the different people that Comprise the Seychelles Society. 2.13 List the national symbols of Seychelles and indicate how to respect Them. 2.14 Value that different people work in the society for our welfare.
<b>Community (International/R egion /World)</b>	2.15 Name few countries of the world. 2.16 Explain why people from other countries visit our country. 2.17 Explain why Seychelles citizens visit other countries.

## CITIZENSHIP EDUCATION ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 3

<b>At the end of Primary Three (3) a learner is able to:</b>	
<b>Elements</b>	<b>Descriptors</b>
<b>Individual Citizenship</b>	<p>3.1 Develop the habit of not taking things that do not belong to him/her.</p> <p>3.2 Explain what is wrong or right behaviour.</p> <p>3.3 List the consequences of not being polite and honest.</p>
<b>Family</b>	<p>3.4 Feel the sense of identity and belonging to the family, by knowing family members likes and dislikes.</p> <p>3.5 Remember and celebrate special occasions related to his/her family members. (Birthdays, etc..)</p>
<b>Community (School/ District)</b>	<p>3.6 Appreciate the school facilities through contributing to the cleanliness and aesthetic environment of his/her class and the school.</p> <p>3.7 Treat community properties with respect (buildings, playing fields, roads and other facilities)</p> <p>3.8 Respect members of the community, especially elders and people with special needs.</p>
<b>Community (National/Count ry)</b>	<p>3.9 Use public parks and gardens properly.</p> <p>3.10 Show respect for the national symbols by displaying positive attitudes towards them.</p> <p>3.11 List some administrative building (State House, Palais de Justice, PUC Office).</p> <p>3.12 List their rights and responsibilities.</p> <p>3.13 List ministries that they know.</p>
<b>Community (International/R egion /World)</b>	<p>3.14 Respect peers and people with different religious / cultures.</p> <p>3.15 Draw the flags of the IOC member countries.</p>

## CITIZENSHIP EDUCATION ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 4

<b>At the end of Primary Four (4) a learner is able to:</b>	
<b>Elements</b>	<b>Descriptors</b>
<b>Individual Citizenship</b>	<p>4.1 List the advantages of self discipline.</p> <p>4.2 State the effects of lack of discipline (bad language, vandalism, violence, abuse etc..)</p> <p>4.3 Always queue up when you have to wait for your turn.</p>
<b>Family</b>	<p>4.4 Help out in household chores, especially cleaning, tidying one's room and belongings.</p> <p>4.5 Show appreciation of and response to parental love.</p> <p>4.6 Co-operate with parents to contribute to family life.</p> <p>4.7 Practice the usual socially acceptable forms of greetings (good morning etc...</p>
<b>Community (School/ District)</b>	<p>4.8 Take part in the activities organised by /for the community (fairs, cultural and religious shows and events, sports activities, etc..) and the need for participating and displaying positive behaviour.</p> <p>4.9 Use road signs in community and SPTC facilities responsibly.</p> <p>4.10 List the advantages of community work.</p>
<b>Community (National/Count ry)</b>	<p>4.11 Explain that he/she has rights and responsibilities.</p> <p>4.12 List some tourist attractions and some important places in our country.</p> <p>4.13 Explain why we say that Victoria is the capital of Seychelles.</p> <p>4.14 Locate ministries in Seychelles and indicate their ministers.</p>
<b>Community (International/R egion /World)</b>	<p>4.15 Indicate why Seychelles needs other countries.</p> <p>4.16 List events/ activities that Seychelles organise here to attract people from outside, and indicate their countries of origin.</p>

## CITIZENSHIP EDUCATION ATTAINMENT TARGETS FOR PRIMARY 1-6

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### PRIMARY 5

<b>At the end of Primary Five (5) a learner is able to:</b>	
<b>Elements</b>	<b>Descriptors</b>
<b>Individual Citizenship</b>	5.1 Describe himself/herself as a citizen of Seychelles. 5.2 Indicate what makes him/her proud to be a Seychellois. 5.3 List the documents that indicate his/her nationality.
<b>Family</b>	5.4 Show appreciation and care for family members, through practising consideration, compassion, forgiveness, respect and tolerance. 5.5 Explain the most important unit in the society and its role.
<b>Community (School/ District)</b>	5.6 Demonstrate a sense of responsibility towards school property and observe school rules and regulations. 5.7 Explain the importance of unity and harmony in the community. 5.8 Show the importance of community work by participating in the activities organised for /by the country.
<b>Community (National/Count ry)</b>	5.9 Indicate the importance of participating in the national celebrations. 5.10 Explain why the country needs a Government. 5.11 Develop a sense of Civic consciousness by being responsible for the cleanliness of public facilities and environment.
<b>Community (International/R egion /World)</b>	5.12 Indicate why it is important to be members of organization such as , SADC; UN; African Union etc... 5.13 Respect people from other countries particularly those who come to help to develop Seychelles.

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## CITIZENSHIP EDUCATION ATTAINMENT TARGETS FOR PRIMARY 1-6

## PRIMARY 6

<b>At the end of Primary Six (6) a learner is able to:</b>	
<b>Elements</b>	<b>Descriptors</b>
<b>Individual Citizenship</b>	<p>6.1 Describe him/herself as responsible young citizen.</p> <p>6.2 Develop resilience when pursuing his/her goals.</p> <p>6.3 Demonstrate integrity of character by not cheating, by honouring one's words and promises.</p>
<b>Family</b>	<p>6.4 Develop awareness, acceptance and practice of positive behaviours that contribute to family unity, honour, reputation and love.</p> <p>6.5 Demonstrate care and consideration for family, by caring for parents and grandparents.</p> <p>6.6 Explain the importance of stable families in the country.</p>
<b>Community (School/ District)</b>	<p>6.7 Show respect for peers, for teachers, and non-teaching staff members.</p> <p>6.8 Display positive social behaviour at school and in the community.</p> <p>6.9 fight against all forms of wastage at school and in the community.</p>
<b>Community (National/Count ry)</b>	<p>6.10 Respect and protect all living things in the Seychelles ecosystem.</p> <p>6.11 List components of the Seychelles national territory and indicate ways to protect our territory.</p> <p>6.12 Accept and recognise the importance of laws, by obeying laws and by assisting enforcement authorities, by identifying those who break the rules.</p> <p>6.13 Display positive behaviours towards institutions, national symbols and public authorities.</p>
<b>Community (International/R egion /World)</b>	<p>6.14 Appreciate international solidarity.</p> <p>6.15 Understand that no country can live in isolation.</p> <p>6.16 Indicate functions of UN, SADC, African Union, IOC.</p>

## 8. PHYSICAL EDUCATION (PE) ATTAINMENT TARGETS FOR PRIMARY 1-6

Physical Education directly contributes to the mental and physical well being of the learners. It is mostly concerned with developing in learners the knowledge, understanding, skills and attitudes that will enable them to adopt and live a healthy and fulfilling life

### PRIMARY 1

ELEMENTS	DESCRIPTORS
	<b>At the end of primary one the learner is able to:</b>
<b>Educational Gymnastics</b>	1.1 Move from one place to another, using different movement skills, (jump, walk, roll...) using instructions  1.2 Perform simple activities in the space available (small space) through given instructions.
<b>Games and sports</b>	1.3. Perform very simple skills like: <ul style="list-style-type: none"> <li>-Throw and catch a ball in two's at a distance of two (2) meters.</li> <li>- Roll a ball in a straight line at a distance of three (3) meters</li> <li>-Manipulate a mini tennis racket and the ball.</li> </ul> 1.4 Apply simple skills in minor games situations, like throwing and catching ,running, jumping, dodging ,etc ... 1.5 Follow simple rules in minor games, such as pass ball, ball tag, tail tag... 1.6 Play collaboratively, respecting other learners.

## PHYSICAL EDUCATION (PE) ATTAINMENT TARGETS FOR PRIMARY 1-6

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### PRIMARY 2

ELEMENTS	DESCRIPTORS
<b>Educational Gymnastics</b>	<b>At the end of primary 2 the learner is able to:</b>
	<p>2.1 Move from one place to another with or without instructions.</p> <p>2.2 Perform different movements in the space available (small and large) with or without instructions.</p> <p>2.3 Support the body weight on large parts of the body. E.g. -on the knees, abdomen, hands and feet, on the back, etc....</p>
<b>Games and sports</b>	<p>2.4 Perform simple skills, like:</p> <ul style="list-style-type: none"> <li>-Throw and catch a ball in three's at a distance of two (2) meters.</li> <li>-Run in a straight line at a distance of fifteen (15) meters.</li> <li>-Bat a lawn tennis ball in mini tennis in two's at a distance of three (3) metres.</li> <li>-Bounce a medium sized ball three (3) times continuously.</li> </ul> <p>2.5 Apply the different skills in different minor games, like throwing and catching, rolling, batting, kicking, dodging...</p> <p>2.6 Follow simple instructions and rules of the games.</p> <p>2.7 Demonstrate the spirit of Fair Play.</p>

## PHYSICAL EDUCATION (PE) ATTAINMENT TARGETS FOR PRIMARY 1-6

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### PRIMARY 3

ELEMENTS	DESCRIPTORS
<b>Educational Gymnastics</b>	<b>At the end of primary 3 the learner is able to;</b>
	<p>3.1 Move from one place to another using his/her own imagination, showing different ways of moving.</p> <p>3.2 Perform different movement and shapes in a small and large space with or without instructions.</p> <p>3.3 Bear the body weight on large and small body parts.</p> <p>3.4 Transfer the body weight from one part of the body to another. E.g. :from two feet onto one foot</p> <p>3.5 Perform sequences of simple movements, using locomotion, use of space, weight transference.</p>
<b>Athletics</b>	<p>3.6 Run 50 meters in 9.75 seconds.</p> <p>3.7 Throw a lawn tennis ball at a distance of fifteen (15) meters.</p>
	<p>3.8 Run and jump over obstacles, like mini hurdles, medium height cones.</p> <p>3.9 Execute standing long jump at a distance of 1.5 meters.</p> <p>3.10 Follow simple instructions and apply simple rules of some athletics events.</p>
<b>Swimming</b>	<p>3.11 Perform the proper leg kick technique.</p> <p>3.12 Execute the proper breathing technique.</p> <p>3.13 Perform the freestyle technique.</p>
	<p>3.14 Swim 5 to 8 meters using freestyle stroke.</p>
<b>Games and Sports</b>	<p>3.15 Perform basic skills, like:</p> <ul style="list-style-type: none"> <li>-Throw and catch a ball in three's, using different drills.</li> <li>-Roll a ball in a straight line at a distance of five(5)metres</li> <li>-Bat a ball in two's four (4)times continuously</li> </ul>
	<p>3.16 Apply the different skills in the different games situations.</p> <p>3.17 Follow instructions and simple rules in minor games</p> <p>3.17 Play collaboratively, respecting others.(Fair Play)</p>

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## PHYSICAL EDUCATION (PE) ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 4

ELEMENTS	DESCRIPTORS
<b>Educational Gymnastics</b>	<b>At the end of primary 4 the learner is able to:</b>
	4.1 Perform different body movements, involving locomotion, use of space, weight bearing, and weight transference with and without instructions.
	4.2 Perform simple and complex body shapes. 4.3 Perform sequences of movements, using locomotion, weight bearing weight transference and shapes.
<b>Athletics</b>	4.4 Run 50 metres in 9.10 seconds. 4.5 Throw a lawn tennis ball at a distance of twenty (20) metres. 4.6 10.3 Run and jump over obstacles with confidence like mini hurdles, medium height cones with cross bar. 4.7 Execute standing long jump at a distance of 1.6 metres. 4.8 Follow simple instructions and rules of some athletics events. 4.9 Participate in relay events.
<b>Swimming</b>	4.10 Apply the safety measures whilst in water. 4.11 Perform the freestyle stroke, adopting correct body position. 4.12 Execute the breast stroke technique. 4.13 11.4 Swim 10 to 15 metres, using both freestyle and breast stroke techniques.
<b>Games and Sport</b>	4.14 Manipulate the different implements and perform basic movements in relation to throwing and catching, batting, bouncing, running, jumping etc... in different games situations. 4.15 Perform the basic skills of throwing and catching, running, jumping, kicking, etc.... some control and coordination in games situations. 4.16 Play different traditional games, like, seven stones, lesyel kare, lesyel kourpa. 4.17 Follow instructions and rulers of the games. 4.18 Play collaboratively, respecting others learners.
<b>Physical conditioning</b>	4.19 Execute simple exercises, with or without apparatus that contribute in developing large muscles of the arms, legs, shoulders and abdomen. E.g. -push-up, sit-up, squatting, exercises with medicine balls

## PHYSICAL EDUCATION (PE) ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 5

ELEMENTS	DESCRIPTORS
	<b>At the end of primary five the learner is able to:</b>
<b>Formal Gymnastics</b>	5.1 Perform forward, backward, sideways rolls and cart wheel. 5.2 Perform different types of balances, on different parts of the Body, like head, hands, forehead, forearms, etc... 5.3 Combine two or more movement skills together forming a sequence. E.g. Rolls and Balance.  5.4 Adopt safety measures whilst executing the gymnastics activities
<b>Athletics</b>	5.5 Run 50 meters in 8.5 seconds. 5.6 Throw a lawn tennis ball at a distance of twenty-five (25) meters with accuracy. 5.7 Run and jump over obstacles, like hurdles, cones with Cross bar with confidence.  5.8 Execute standing long jump at a distance of 1.75 meters. 5.9 Follow instructions and rules of some athletics events like, sprinting, jumping and throwing.
<b>Games and sports</b>	5.10 Perform ball handling and movement skills through lead-up Games, such as football, volleyball, netball , basketball... E.g. kicking, dribbling, volleying, digging, passing, etc... 5.11 Play different traditional games, like “lesyel kare, lesyel ti tonton, ronn”... 5.12 Follow instructions and established rules whilst playing. 5.13 Show respect to teammates and opponents.

<b>Physical condition</b>	5.14 Perform simple exercises with or without implements that contribute to the development of: -Speed -endurance -strength -agility -flexibility E.g. sprinting exercises -endurance runs and games, push-up, sit-up, squatting, etc....
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## PHYSICAL EDUCATION (PE) ATTAINMENT TARGETS FOR PRIMARY1-6

### PRIMARY 6

ELEMENTS	DESCRIPTORS
	<b>At the end of primary 6 the learner is able to:</b>
<b>Formal Gymnastics</b>	<p>6.1 Perform the different rolls: forward, backward and sideways, With confidence, adopting good techniques.</p> <p>6.2 Perform different types of balances with confidence on the different parts of the body, like the head, hands, forearm, etc....</p> <p>6.3 Combine two or more movement skills to form a sequence of movements. E.g. From forward roll, to a crouch balance and culminate to a backward roll.</p> <p>6.4 Demonstrate good knowledge of safety.</p>
<b>Athletics</b>	<p>6.5 Run 50 meters in 8 seconds.</p> <p>6.6 Throw a lawn tennis ball at a distance of thirty (30) meters.</p> <p>6.7 Execute the long jump using the <b>sail technique</b></p> <p>6.8 Run and jump over obstacles, like hurdles, cones etc...</p> <p>6.9 Perform the scissors technique in high jump.</p> <p>6.10 Participate in different relay events, demonstrating good knowledge and understanding</p> <p>6.11 Follow instructions and rules of some athletics events</p>
<b>Games and sports</b>	<p>6.12 Perform basic techniques of different ball games, like, volleyball, football, basketball, netball, handball, etc...</p> <p>6.14 Play the different ball games applying simple tactical movements, both offensively and defensively.</p> <p>6.15 Demonstrate knowledge of simple rules of the different Ball games.</p> <p>6.16 Perform different traditional games, such as, “lesyel kare, Lesyel ti tonton, rounders, sot lakord”...</p> <p>6.17 Show respect for other learners.</p>
<b>Physical conditioning</b>	<p>6.18 Execute simple exercises with or without implements that contribute to the physical development, like:</p> <ul style="list-style-type: none"> <li>-sprinting exercises</li> <li>-Endurance runs or playing games</li> <li>-push-up, sit-up, squatting, burpees etc....</li> </ul>

## 9. SOCIAL STUDIES ATTAINMENT TARGETS FOR PRIMARY 3-6

The study of social studies provides learners with opportunities to learn about their own communities, their people, their values, cultures, contexts and achievements now and in the past. The learners become aware of the inter-relationships between people, their interactions with one another and with their environment.

### PRIMARY 3

Elements	Descriptors
	<b>At the end of Primary 3 the learner is able to:</b>
<b>Physical Geography</b>	3.1 State some of the distinctive features of the locality (house, school, shops, roads, neighbourhood, rivers, sea...)
<b>Human Geography</b>	3.2 Identify and talk about the roles of people who serve the local community (myself and my family, my friends, relatives, members of the school community).
<b>Historical aspects</b>	3.4 Conduct simple investigation using the immediate environment on: <ul style="list-style-type: none"> <li>- Family history (grandparents, parents, ...)</li> <li>- Types of families (single parent family, nuclear family, extended family, foster family...)</li> <li>- Historical places (houses, monuments and natural heritage site ...)</li> </ul>
<b>Environmental issues</b>	3.5 Demonstrate respect to his/her immediate environment using practical and daily activities. 3.6 Identify a variety of weather conditions using simple vocabulary (rainy day, sunny day, windy day, cloudy day, effects of these conditions)
<b>Map skills</b>	3.7 Describe location of places using simple direction words such as near, right hand, left hand, opposite, beside, far away, next door, on my road, upstairs, and downstairs.
<b>Investigative skills</b>	3.8 Ask questions about places, people and activities in their immediate environment using “what?” when?”, “why?”, “where?”, “who?” and “how?”

	<p>3.9 Observe, compare and talk about natural and human features and activities in the immediate environment.</p> <p>3.10 Classify features in the immediate environment according to observable characteristics e.g. fruit trees, rocks, pebbles, soil.</p> <p>3.11 Record information he/she has collected in simple ways such as drawings, models, charts, short sentences.</p>
<p><b>Organisation and communication</b></p>	<p>3.12 Present information he/she has collected in simple ways (orally, short paragraph, pictorially, ...)</p> <p>3.13 Answer simple questions orally and in writing.</p>

## SOCIAL STUDIES ATTAINMENT TARGETS FOR PRIMARY 3-6

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### PRIMARY 4

Elements	Descriptors
	<b>At the end of Primary 4 the learner is able to:</b>
<b>Physical Geography</b>	4.1 Identify and locate the main features in his/her district: -natural features e.g. rivers, mountains, hills, plains. - Manmade features e.g. school and clinic / hospital, market, shop, district administration offices, social centres, churches, police station, farms, offices, parks,
<b>Human Geography</b>	4.2 Explain the roles of people who serve the local district community, (postal worker, police officer, shop keeper, doctor, MNA, DA, Priest, teacher/head teacher, nurse, farmer fishermen, mason, bus driver) . 4.3 Carry out simple research on all the districts logo and administrative figures of districts (DA, MNA) 4.4 Identify different types of homes in the district, (flats, bungalow, terrace houses...).
<b>Historical aspects</b>	4.5 Investigate stories of historical importance to his/her district based on natural historical sites, monuments, artefacts and anecdotal findings.
<b>Environmental issues</b>	4.6 Use simple terms to identify and describe misuse of some aspects of the environments in the home and district .e.g. empty cans, old sacks or shoes in the river, picnic left over on the beaches, unpleasant smell from land fill, overflowing dustbin, leaking tap, wastage of electricity. 4.7 Illustrate through practical activities ways to use resources and places sustainably and minimise environment damages. (Clean up session, proper use of bin, draw posters, write short paragraph, tap water, light watch...)
<b>Map skills</b>	4.8 Make simple sketch maps of home, immediate surroundings, neighbourhood and journeys to and from home. 4.9 Use basic map symbols to interpret, represent and locate places/features on maps.
<b>Investigative skills</b>	4.10 Ask questions about places, people and activities in the district using “what?”, “when?”, “why?”, “where?”, “who?” and “how?” . 4.11 Select information from different sources to find answers to their questions. 4.12 Record information collected and express opinions about issues that affect them and their environment.
<b>Organisation and communication</b>	4.13 Communicate experiences and observations in various ways (orally, drawings, posters, short text or paragraphs and simple structured sentences.

## SOCIAL STUDIES ATTAINMENT TARGETS FOR PRIMARY 3-6

### PRIMARY 5

Elements	Descriptors
	<b>At the end of Primary 5 the learner is able to:</b>
<b>Physical Geography</b>	5.1 Identify and describe: <ul style="list-style-type: none"> <li>- the basic physical features in Victoria; (hills mountains, rivers, harbour, reclaimed land, marshes and wetlands)</li> <li>-land use in Victoria (administrative, residential, recreational, business, commercial, historical industrial areas)</li> </ul>
<b>Human Geography</b>	5.2 Identify and describe the basic human features in Victoria; e.g buildings and their functions, roads and streets... 5.3 Describe the population of Victoria. 5.4 Explain the structure and roles of government. 5.5 State some of the social activities held in Victoria (Creole festival, religious procession, musical shows...) 5.6 Explain the main economic activities in Victoria (commerce, business, communication.)
<b>Historical aspects</b>	5.6 Illustrate the history of the birth of Victoria through pictures, maps, text. 5.7 Conduct research on the historical sites, buildings and monuments found in Victoria and explain how the people from the past have interacted with the environment.
<b>Environmental issues</b>	5.8 Show the importance of living harmoniously with the environment through storytelling, anecdotes or role play. 5.9 Identify the elements of weather and name the instruments to measure and record weather elements 5.10 Describe ways climate change impact on the environment of Victoria yearly (flooding, landslide, tsunami, dry soil, dying plants in the parks, dust from dry soil, water shortage...) 5.11 Analyse how people can use facilities in Victoria sustainably and suggest ways to minimise environment damage.
<b>Map skills</b>	5.12 Use basic map skills: <ul style="list-style-type: none"> <li>- to locate main roads and streets in Victoria</li> <li>- to express relative locations using the eight cardinal points</li> <li>- to draw simple sketch maps to show land use in Victoria.</li> </ul>
<b>Investigative skills</b>	5.13 Use different sources to investigate the historical sites, buildings and monuments found in Victoria. 5.14 Observe, compare and describe human activities in Victoria through time.

	<p>5.15 Using pictorial sources state similarities and differences between some streets of Victoria today and in the past.</p> <p>5.16 Conduct simple survey to determine influence of Victoria using own questionnaire to interview members of the community.</p> <p>5.17 Record findings and make relevant conclusion.</p>
<p><b>Organisation and communication</b></p>	<p>5.18 Record and communicate experiences, observation and information using simple structured texts, maps and visuals.</p>

## SOCIAL STUDIES ATTAINMENT TARGETS FOR PRIMARY 3-6

### PRIMARY 6

<b>At the end of Primary 6 the learner is able to:</b>	
<b>Elements</b>	<b>Descriptors</b>
<b>Physical Geography</b>	<p>6.1 Describe the formation of Seychelles islands.</p> <p>6.2 Identify and locate on a map of main islands:</p> <ul style="list-style-type: none"> <li>- Main physical features (mountains, rivers..)</li> <li>- Different land use of the country (type of settlement, farms, roads, industries..)</li> </ul> <p>6.3 Describe the importance of the different land use in the development of the country</p> <p>6.4 Identify and locate Seychelles neighbouring island states on a map of the region.</p> <p>6.5 Locate and state some main features of Mauritius, Madagascar, and Reunion.( highest mountains, largest rivers, Population, towns,...)</p>
<b>Human Geography</b>	<p>6.6 Identify the various social activities in your country.(festival kreol, religious feasts, carnival...)</p> <p>6.7 Describe ways both social and economic activities affect the lives and choices of individuals country</p> <p>6.8 Describe the similarities and differences in the lives of people in various communities in the Indian ocean region (Mauritius, Madagascar, and Reunion..)</p> <p>6.9 Explain the importance of good partnership between Seychelles and countries of the Indian Ocean</p> <p>6.10 Identify important organisation of the Indian Ocean countries</p> <p>6.11 List some of the main imports and exports of Seychelles</p> <p>6.12 Identify the different communications Links with the outside world. (Aircraft, Shipping, Telecommunication)</p> <p>6.13 Explain how good relationship between the different industries contributes to the effective functioning of country.</p>

<b>Historical aspects</b>	6.14 Differentiate the inter-cultural relationship between the Seychelles and its neighbouring countries such as Mauritius (music, language, food..)
<b>Environmental issues</b>	6.15 Explain the climate of Seychelles and list factors which affect it. 6.16 Explain the impact of weather and climate on the activities of the people of Seychelles. 6.17 Explain the sciences of climate change in simple terms. 6.18 Explain the impact of climate change on the Seychelles environment giving examples. 6.19 Express views on the vulnerability of small islands states such as Seychelles and other Indian oceans countries ( climate change, economic, energy, water, piracy)
<b>Map skills</b>	6.20 Use maps symbols to interpret or represent features on maps of islands of Seychelles, Indian ocean region and other islands. 6.21 Identify and locate continents and oceans on world maps 6.22 Identify countries from different continents and locate their capitals on a map of the world. 6.23 Identify countries with which Seychelles has good trade and communication links
<b>Investigative skills</b>	6.24 Carry out research work for a given school project. 6.25 Measure and record data using simple instruments 6.26 Identify sources and collect information using more complex graphical techniques (graphs, tables, maps) 6.27 Present and interpret data from graphical sources
<b>Organisation and communication</b>	6.28 Produced structured work with description and explanation

## 10. TECHNOLOGY AND ENTERPRISE ATTAINMENT TARGET PRIMARY 1-6

In technology and Enterprise Education, learners develop skills in applying knowledge, processes and resources to the development of tasks from context such as agriculture and fisheries, construction, textile and fashion, hospitality, Health and Welfare.

### PRIMARY 1

At the end of Primary 1 the learner is able to be able to :	
ELEMENTS	DESCRIPTION
<b>1 Technology process</b>	1.1 Investigate familiar and unfamiliar products using their senses 1.2 Generate ideas on materials given based on play experience 1.3 Use materials provided to produce an end product under the direction and supervision. 1.4 Talk about his/her work and other peoples work in simple terms.
<b>2 Information and communication</b>	1.5 Collect basic information from familiar sources (family, teacher..) to design a product 1.6 Document what he/she wants to do using pictures and words 1.7 Use information collected to design the end product
<b>3 Skills</b>	1.8 Manipulate simple tools and materials with help where needed. 1.9 Choose appropriate tools and materials. 1.10 Adopt ways to pack away materials and to store tools safely after use. 1.11 Adopt ways to identify hazardous materials and to handle them safely
<b>4 Enterprise</b>	1.12 Solve problems within his/her immediate classroom and school environment, 1.13 Demonstrate positive ways to approach adults or peers for help with problems. 1.14 Apply process skills (e.g. steps to use a pair of scissors...) involving repetition to solve problem.
<b>5 Society and environment</b>	1.15 Explore the uses of various technologies. 1.16 Identify ways technologies can assist towards their personal Needs and the needs of others.

## TECHNOLOGY AND ENTERPRISE ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 2

<b>At the end of Primary 2 the learner is able to :</b>	
<b>ELEMENTS</b>	<b>DESCRIPTION</b>
<b>Technology process</b>	2.1 Investigate the characteristics of familiar products 2.2 Generate ideas that respond to the characteristics of familiar products. 2.3 Produce simple products and models using available resources 2.4 Recognize what was good about his/her product and suggest ideas he/she could do better in the future.
<b>Information and communication</b>	2.5 Sort information gathered about the product he/she intend to produce. 2.6 Communicate ideas using models ,pictures and words .
<b>Skills</b>	2.7 Use familiar tools, equipments and materials safely with guidance. 2.8 Use procedures safely when using technologies. 2.9 Select appropriate tools, materials and techniques 2.9 Use tools to assemble, join, and combine materials and components using a variety of ways.
<b>Enterprise</b>	2.10 Identify solutions to problems by thinking creatively. 2.11 Use trial and error approach to explore technologies 2.12 Use appropriate ways to describe his/her thought about product designed and made.
<b>Society and environment</b>	2.13 Explore how technologies meet the user's needs and affect others 2.14 Identify who design and produce familiar technologies. 2.15 Sort materials for the creating the product according to their use and their appropriateness.

## TECHNOLOGY AND ENTERPRISE ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY3

<b>At the end of Primary 3 the learner is able to :</b>	
<b>ELEMENTS</b>	<b>DESCRIPTION</b>
<b>Technology process</b>	3.1 Investigate aspects of technology such as materials and techniques 3.2 Generate design ideas and share with others 3.3 Plan the order of his/her work considering the tools, equipments, materials components and techniques as part of the production stage. 3.4 Improvement and explain his/her design.
<b>Information and communication</b>	3.5 Analyze information gathered. 3.6 Use appropriate technique to combine information from different source such as books, videos, family members 3.7 Record information for their design using methods that are easy to manage,(word, sketches diagrams )
<b>Skills</b>	3.8 Use tools and equipments with some accuracy to cut ,shape and assemble materials. 3.9 Use equipments, tools, materials safely and with care 3.10 Carry out regular maintenance on equipments
<b>Enterprise</b>	3.11 Demonstrate ways of overcoming barriers and constraints that prevent success when devising creative solutions to technology challenges. 3.12 Develop strategies for making good use of resources and initiate a plan of action 3.13 Use appropriate ways to organize personal work. 3.14 Identify functions and labels in products
<b>Society and environment</b>	3.15 Describe people’s views about technology 3.16 Explain that some materials can have limited availability , can be reused and recycled. 3.17 .Explain how products, environment and services has been designed to best meet people’s current and future needs in the local community. 3.18 Describe how designers and technologist contribute to meeting needs.

## TECHNOLOGY AND ENTERPRISE ATTAINMENT TARGETS FOR PRIMARY 1-6

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### PRIMARY 4

<b>At the end of Primary 4 the learner is able to :</b>	
<b>ELEMENTS</b>	<b>DESCRIPTION</b>
<b>Technology process</b>	<p>4.1 Investigate the properties and qualities of particular products.</p> <p>4.2 Generate ideas that respond to the information collected about the function of the technologies.</p> <p>4.3 Plan and sequence major steps in design ,production and make major decisions about the tools and equipment needed to work with.</p> <p>4.4 Reflect on his/her design as they develop, bearing in mind the way the product will be used.</p>
<b>Information and communication</b>	<p>4.5 Use methods such as computer, drawings and tape recorders to store information</p> <p>4.6 Communicate ideas using words, labeled sketches and models and justify constraint.</p>
<b>Skills</b>	<p>4.7 Adopt safe working practices when working with equipments, materials and components.</p> <p>4.8 Use a variety of materials and components with some accuracy, paying attention to the quality and function of the finished product.</p>
<b>Enterprise</b>	<p>4.9 Design frameworks (planning templates) for identifying and managing challenges when addressing task.</p> <p>4.10 Identifying opportunities for creativity, innovation and improvement when designing products</p> <p>4.11 Justify reasons for failures and success when solving problems</p>
<b>3 Society and environment</b>	<p>4.12 Investigate how technologies affect all aspects of people’s life.</p> <p>4.13 Recognize the negative and positive factors that affect , technologies including the role of designers to meet local community needs.</p> <p>4.15 Describe how to sustain a range of technologies, materials and systems that support local community needs.</p>

## TECHNOLOGY AND ENTERPRISE ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 5

<b>At the end of Primary 5 the learner is able to :</b>	
<b>ELEMENTS</b>	<b>DESCRIPTION</b>
<b>1 Technology process</b>	<p>5.1 Investigate the aesthetics qualities of technologies such as the form, line, shape</p> <p>5.2 Generate ideas for design based on their understanding about aesthetic qualities of technologies..</p> <p>5.3 Create products that meet particular functional and aesthetic requirement using own detailed plan and modifying them where appropriate.</p> <p>5.4 Evaluate technologies in light with how needs and wants are met.</p>
<b>2 Information and communication</b>	<p>5.5 Use information source such as the library, internet videos,</p> <p>5.6 Explore information to support personal work.</p>
<b>3 Skills</b>	<p>5.7 Follow instruction when assembling materials.</p> <p>5.8 Use a range of simple tools, materials, equipments and with precision</p> <p>5.9 Use appropriate strategies and techniques to identify and avoid risks and hazard</p>
<b>4 Enterprise</b>	<p>5.10 Use a range of strategies to solve problems logically and creatively (ways to reduce wastage)</p> <p>5.11 Practice self-management skills using own criteria and frameworks (personal time plan )</p> <p>5.12 Evaluate the costs and benefits of products created.</p>
<b>5 Society and environment</b>	<p>5.13 Examine how cultural beliefs affect the development and uses of technology</p> <p>5.14 Identify how the properties and characteristic of a range of materials can affect the users.</p>

**TECHNOLOGY AND ENTERPRISE ATTAINMENT TARGETS FOR PRIMARY 1-6**

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<b>PRIMARY 6 ELEMENTS</b>	<b>At the end of Primary 6 the learner is able to : DESCRIPTION</b>
<b>Technology process</b>	6.1 Investigate the physical properties and working characteristics of materials. 6.2 Generate realistic design that demonstrate the understanding of the properties and working characteristics of materials 6.3 Produce plan that predict the time needed to carry out the main stages of the production process. 6.4 Evaluate the techniques and processes used to create personal products.
<b>Information and communication</b>	1.1 Classify information gathered for future 1.2 Select appropriate form to present information (graphics, text, paper based or electronics)
<b>3 skills</b>	6.5 Organize workload to carry out processes accurately and consistently.. 6.6 Plan the task, production processes (gluing, stitching, fastening, painting) 6.7 Manipulate materials safely in ways to suit challenges shape ,mould )
<b>1 Enterprise</b>	6.8 Use resources and materials efficiently, 6.9 List factors and options that should be considered when developing solutions to meet needs and wants (energy cost, use of time) 6.10 Use appropriate methods to determine market opportunities (market survey.)
<b>5 society and environment</b>	6.11 Examine how values affect the development and use of technology 6.8 Evaluate the impact of the use of materials, systems and technologies locally.  Describe how design and technologies contribute to daily life.

## 11.THE ARTS ATTAINMENT TARGETS – PRIMARY 1-6

Involvement in and appreciation of the Arts help students express their imagination and feelings, develop a sense of personal and cultural identity and further understanding of other people’s art and culture.

### PRIMARY1

ELEMENTS	DESCRIPTORS
	At the end of Primary 1 the learner is able to:
<b>Dance</b>	<p>1.1. Use vocabulary such as swinging, skipping, direction, marching.</p> <p>1.2. Express movement appropriately.</p> <p>1.3. Use practices and technologies of different dance forms, genre and styles.</p> <p>1.4. Express moods and ideas through movement and song (for example, an angry dog, a hungry cat).</p>
<b>Drama</b>	<p>1.5. Use his/her body and voices facial expression to express feelings in a scene</p> <p>1.6. Use voice, movement, gesture, and facial expression through basic exploration of specific role play.</p>
<b>Music</b>	<p>1.7. Listen to a song and express freely, without fearing criticism of their feelings.</p> <p>1.8. Use voice and instruments spontaneously to make musical sounds</p> <p>1.9. Experiment with his/her voice.</p>
<b>Visual arts</b>	<p>1.10. Use imagination in working with different materials such as paint, paper, cardboard</p> <p>1.11. Apply creativity and imagination to depict personal experiences,</p> <p>1.12. using senses, emotions and observations</p>

## THE ARTS ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 2

ELEMENTS	DESCRIPTORS
	At the end of Primary 2 the learner is able to:
<b>Dance</b>	<p>2.1 Create dance ideas derived from sources such as imagination, feelings, experiences, or given situation collaboratively.</p> <p>2.2 Discuss dance experiences with other children and adults.</p> <p>2.3 Reflect on and evaluate their own dance.</p>
<b>Drama</b>	<p>2.4 Participate in a range of creative and imaginative role play situations, by creating invented situations on their own and with others</p> <p>2.5 Respond in role play to the dramatic play of others</p> <p>2.6 Act out a range of drama strategies including, storytelling freeze frame, and tableau.</p>
<b>Music</b>	<p>2.7 Experience using voice (singing/speaking, movement, music).</p> <p>2.8 Express moods and ideas through movement and song (for example, an angry lion, a hungry mouse).</p> <p>2.9 Discuss musical experiences with other children and adults.</p> <p>2.10 Recall simple musical vocabulary and use it appropriately. (soft music, loud, low .....)</p> <p>2.11 Compose simple songs and rhymes using own words together with the adult or with other children.</p>
<b>Visual arts</b>	<p>2.12 Develop the concept of shape in space through joining pieces of clay, gluing or pasting of paper onto paper, cuttings of shapes, folding, tying and wrapping.</p> <p>2.13 Use and talk about lines, shapes and colours.</p> <p>2.14 Draw confidently, knowing that there is no 'right' way</p> <p>2.15 Use visual art to depict own interpretations and experiences</p>

## THE ARTS ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 3

ELEMENTS	DESCRIPTORS
	At the end of Primary 3 the learner is able to:
<b>Dance</b>	<p>3.1 Use the element of energy by investigating the way the body moves through imagined environments (e.g., hot sand, sticky mud...).</p> <p>3.2 Use ideas from a poem or story to create a movement and sequence.</p>
<b>Drama</b>	<p>3.3 Work in groups to make a drama and to plan the imagined space where it takes place</p> <p>3.4 Create and share scenes from the life of the person who might have owned this object. Talk about the differences and similarities between the groups' interpretations</p>
<b>Music</b>	<p>3.5 Recognise the sound of different instruments – traditional and classical.</p> <p>3.6 Create sound projects using different sound instrument available</p> <p>3.7 Sing a simple song according to given expressions (melody and pitch)</p>
<b>Visual arts</b>	<p>3.8 Collect images from magazines to make poster</p> <p>3.9 Use cutting, folding, scoring and pasting to create a sense of form and shape</p> <p>3.10 Create pattern including repeat motifs</p> <p>3.11 Use bright colours to express the visual impact of joy in a painting</p> <p>3.12 Combine different geometrical figures to show human movements</p> <p>3.13 Interact with other to develop artistic ideas</p> <p>3.14 Use colour effects to paint a scene to express the feeling of harmony, peace ...</p> <p>3.15 Express personal opinions with reasons about work made by artists from a range of times, places and culture</p>

## THE ARTS ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 4

ELEMENTS	DESCRIPTORS
	At the end of Primary 4 the learner is able to:
<b>Dance</b>	<p>4.1 Use the element of space by working in pairs or small groups to select and share sequences of locomotor movements that use direct and indirect (e.g., curved, zigzag) pathways.</p> <p>4.2 Make use of a body part to match the accented beats in accompanying music (traditional dance, modern dance...)</p>
<b>Drama</b>	<p>4.3 Use drama to explore an issue that affects the community (e.g., conservation).</p> <p>4.4 Create a drama to represent elements around them eg weather and its qualities, activities in the community, fire safety...</p> <p>4.5 Share the scenes created as a live performance.</p>
<b>Music</b>	<p>4.6 Play music in a small percussion ensemble with pitch and rhythmic accuracy</p> <p>4.7 Identify simple structures of music – introduction, interlude ...</p> <p>4.8 Evaluate peer performance using appropriate musical terms</p> <p>4.9 Sing and comment on different Kreol songs.</p>
<b>Visual arts</b>	<p>4.10 Collect images from magazines to make poster</p> <p>4.11 Use cutting, folding, scoring and pasting to create a sense of form and shape</p> <p>4.12 Create pattern including repeat motifs</p> <p>4.13 Use bright colours to express the visual impact of joy in a painting</p> <p>4.14 Combine different geometrical figures to show human movements</p> <p>4.15 Interact with other to develop artistic ideas</p> <p>4.16 Use colour effects to paint a scene to express the feeling of harmony, peace ...</p> <p>4.17 Express personal opinions with reasons about work made by artists from a range of times, places and culture</p>

## THE ARTS ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 5

ELEMENTS	DESCRIPTORS
	At the end of Primary 5 the learner is able to:
<b>Dance</b>	<p>5.1 Make a dance about arriving and leaving using a selection of movement and to share the dance with others.</p> <p>5.2 Make a list of words to describe movements made by others</p> <p>5.3 Combine movements (e.g., leaping, rolling, spiraling) to achieve contrasts in speed, level, and energy.</p>
<b>Drama</b>	<p>5.4 Devise and share a mime that explores the tension in a situation of conflict, departure, or anticipation.</p> <p>5.5 Discuss the use of gesture and facial expression in mime.</p> <p>5.6 Devise a series of scenes to convey ideas, feelings, and attitudes about a local issue and its possible outcomes</p>
<b>Music</b>	<p>5.7 Listen to, discuss, and present a traditional kamtole , following the leader’s cues and directions closely</p> <p>5.8 Listen to two styles of music represented in the school or the wider community and identify particular characteristics (e.g., rhythmic patterns, instruments or voices used, purposes)</p> <p>5.9 Create and present musical ideas, using instruments and found sounds, to illustrate moods or feelings expressed in a picture, poem, story, or legend</p>
<b>Visual arts</b>	<p>5.10 Develop a work of art, using colour, shapes, and lines that best describe ideas about selected experiences.</p> <p>5.11 Evaluate the work art and respond to the work of others in the class.</p> <p>5.12 Use imagination to create drawings and paintings in response to a story heard.</p>

## THE ARTS ATTAINMENT TARGETS FOR PRIMARY 1-6

### PRIMARY 6

ELEMENTS	DESCRIPTORS
	At the end of Primary 6 the learner is able to:
<b>Dance</b>	<p>6.1 Describe how dance is used for different purposes in a variety of cultures.</p> <p>6.2 Identify, dances used to celebrate cultural occasion</p> <p>6.3 Create and present an appropriate dance to contribute to the celebration of a particular cultural occasion in the school or local community.</p>
<b>Drama</b>	<p>6.4 Investigate how contrasting sound with silence and movement</p> <p>6.5 With stillness can strengthen a drama.</p> <p>6.6 Devise and share short scenes that explore how people in contrasting roles (e.g., king and servant, grandparent, and child) use voice, stance, and movement to communicate status, feelings, or information</p> <p>6.7 Compare the ways in which people use dramatic techniques (e.g., voice, gesture, movement) to communicate meaning in specific community events (e.g., an opening, welcome, commemorative ceremony</p>
<b>Music</b>	<p>6.8 .</p> <p>6.9 Prepare and present performances of several different styles of music (e.g., rap, rhythm and blues).</p> <p>6.10 Compare the styles to identify their differences in purpose, structure, and tone.</p> <p>6.11 Present from memory a number of unison and two- or three-part songs. Investigate a song from a previous era and discuss how the music may have been performed in the past and how it might be performed now.</p>
<b>Visual arts</b>	<p>6.12 Use imagination to create drawings and paintings in response to a story heard.</p> <p>6.13 Use the elements of line and shape in an expressive ways</p> <p>6.14 Select and mix colours to represent characters and moods in the story.</p> <p>6.15 Use mirrors and photographs to produce a self-portrait</p>

## ANNEX 1

# POLICY ON LANGUAGES IN THE SEYCHELLES NATIONAL CURRICULUM

## INTRODUCTION

Seychelles due to its historical, political and cultural background has three national languages. The national constitution of the Third Republic stipulates that "(1) The three national languages in Seychelles are Creole, English and French (2) Notwithstanding clause (1) a person may use any of the national languages for any purpose but a law may provide for the use of any one or more of the national languages for any specific purpose". These languages share the same status in the National Constitution. However each one has a specific role to play in the Seychelles context.

**Creole:** the mother tongue of French origin is not only established as a language since 1981 but is also as a medium of instruction in our schools. It is the most widely used language for oral communication in the administrative field.

**English:** is well establish as a second language and it is well understood by the population. It is generally used as the official language of administration, especially in its written form. It is a medium of instruction in our schools.

**French:** is equally well established in our linguistic heritage. Due to its cultural and linguistic affinities with Creole, it is understood by a large percentage of the population. In spite of this language being understood by the majority, it remains one of the national language which is the least spoken. Its use in the written form is gradually increasing in certain areas such as tourism and sport. It also remains the language of the Roman Catholic Church which has a following of 85% to 90% of the population. Further more French is a compulsory subject in all our schools from Crèche to Polytechnic.

## **RATIONALE**

With such a linguistic heritage, Seychelles happens to belong to the French, English and Creole speaking countries of the world. Consequently, Seychellois are heavily involved with most of the major issues relating to such countries. In order to enable Seychellois to interact on a national, regional and international level in all matters related to social, economical, historical, cultural and political issues, it is important for them to be fluent in all three languages. It is desirable therefore that all three languages be mastered at a high level.

Language is central to our emotional, intellectual, social and creative development. It is both the process and the tool of learning. The ability to use language effectively is essential for learning and communicating within and outside the school and for learning throughout life.

## **AIMS**

The overall aim of the Seychelles' language curricula is to equip all students with the full range of literacy skills they will need to think, learn and communicate in all areas of school life and life outside the school. More specifically they aim to:

- Develop fluency in listening/speaking reading and writing and the ability to use the conventions of language, including grammar, spelling and punctuation, in the three languages.
- Promote reading as a tool for learning in all areas of the curriculum, as well as learning throughout life.
- Help learners develop a positive image of self, through acknowledging, respecting and valuing their own racial cultural and linguistic backgrounds as well as those of other people.
  
- Provide opportunities for each individual learner to become sufficiently independent to participate competently in a literate community.
- Promote understanding among different cultures and develop multilingual citizens who can help in the development of the country as part of the global community.

It is the responsibility of the Ministry of Education to ensure that opportunities are provided for the development of a literate society in a fast changing world.

## **THE LANGUAGES IN THE NATIONAL CURRICULUM**

Language is both the process and the tool of learning. It is active and activated in all disciplines. It is exclusive to none. It must have practice in all disciplines to develop and communicate ideas. Every discipline is dependent on it. It is the common ground of all. Thus it is of vital importance that language development becomes the focus of all learning in the foundation cycle (Crèche - Primary 2), by which stage learners should have acquired the basic literacy and numeracy skills.

The three national languages occupy different status at different stages of the curriculum. They are either taught as a subject, used as a medium of instruction or used as a support language for other subjects where a different language is used as the medium of instruction.

### **Language as a subject**

When we refer to language as a subject, we mean, firstly, that each of these three national languages; French, English and Creole is taught and learnt in the classroom as registered subjects of the curriculum.

These languages share the same status as any other subjects such as Science, Maths, Social Studies. They are allocated specific curriculum times.

Secondly, learners of the three languages are expected to attain set learning objectives at the end of each cycle as for any other subject. These objectives will enable them to acquire the two major language domain:

- (i) Communicative competence (know-how) through an integration of the teaching and learning of all

Four skills i.e. listening, speaking, reading and writing.

- (ii) Linguistic competence (knowledge) of the structure of language from its' different components;

Phonology, morpho-syntactic, semantics and lexicology. All teaching/learning activities should be conducted in the target language.

### **Language of instruction**

We define language of instruction or medium when a language has been officially designated to teach a specific subject. This implies that all concepts, knowledge and skills are taught in this language. For example, if English is the language of instruction for Maths at Primary 3, the whole subject content will be delivered in English. Each subject will have its specific technical terminology which will be used in connection with the content.

### **Language as support**

When we use the term language as support we mean that any of the three national languages may be used to support teaching and learning in any lesson. Resource materials of different sources (audio/visual, authentic texts...) in any language of the national curriculum may be brought in to help student to consolidate learning process. For example, teachers in a Science class with English as language of instruction may use French/Creole documentation for a particular topic if such information is lacking in the language of instruction. Thereafter any explanation, discussion and additional work is dealt with in English.

## **ROLE OF EACH LANGUAGE IN THE NATIONAL CURRICULUM**

### **Creole**

In the two years of Crèche Education children aged 3+ to 5+ use Creole as a subject and language of instruction. In the Primary cycles (6 to 11 yrs) Creole is maintained as a language of instruction for the first two years for all subjects on the curriculum. Thus Creole is the language of instruction in the early childhood years. (Crèche - Primary 2).

From Primary 3, Creole is still taught as a subject, but it is maintained as a language of instruction for certain subjects such as Religion, PSE.

At secondary level, Creole is the medium for certain subjects. It also plays a vital role as a support language and it maintains this status throughout the education system.

### **English**

In the first year of Crèche, English is used to learn basic speech acts such as greetings, social interactions etc... In the second year the language is introduced formally through more elaborate language activities such as nursery rhymes, songs, stories...

English is introduced in Primary 1 as a subject in the first and second terms for oral communication only. In the third term children learn to use the language formally for reading

and writing. It is maintained as a compulsory subject on the curriculum up to Cycle 5 (end of Secondary level).

English becomes the medium of instruction as from Primary 3 for all the core subjects on the curriculum.

Similar to Creole, English is also used as a support language at all levels of the education system.

## **French**

In the first year of Creche, French shares the same status as English. In the second year Creche the language is introduced formally through more elaborate language activities as is the case for English.

In Primary 1, French is formally used as a language of communication. In Primary 2 children are progressively introduced to more elaborate oral communicative activities and are exposed to some basic pre-reading and writing activities. In Primary 3 children are given more formal activities in reading and writing. From then on French is taught as a compulsory subject up to cycle 5.

French is used as a support language at all levels.

*14<sup>th</sup> May 1998*

## ANNEX 2

### Education Circular No.3 of 2015

#### MINISTRY OF EDUCATION

Mont Fleuri, P.O. Box 48, Republic of Seychelles  
Tel: 4283011 Fax: 4224859 Email: [mdelcy@eduhq.edu.sc](mailto:mdelcy@eduhq.edu.sc)



Date: 4<sup>th</sup> February, 2015

#### EDUCATION CIRCULAR NO. 3 OF 2015

TO: **Headteachers Primary Schools**  
**Headteachers Secondary Schools**

CC: **Minister, Principal Secretary, Special Advisor, Heads of Division, FC, Advisor to the Minister, Inspectorate, International Relations, Coordinator SPC, Heads of Professional Centres, ALDEC, SQA, TEC, NCAC members, IECD, Director Primary Schools, Director Secondary Schools, Chairpersons of School Councils**

SUBJECT: **PRESCRIBED CURRICULUM CONTACT TIME ALLOCATION FOR CRECHE, PRIMARY AND SECONDARY STAGES OF EDUCATION FOR THE 2015 SCHOOL YEAR**

In line with the regulatory provisions 5(1) (h) and 87(0) of Education Act (2004), the Ministry of Education would like to bring to the attention of the governance and management of crèche, primary and secondary schools, that the prescribed contact curriculum time for the different time tabled subjects and stages of education for the 2015 school year remains as per the 2010 school year curriculum time allocation.

A copy of the 2010 school year curriculum time allocation is attached for ease of reference.

This Education Circular is binding and the school governance and management is responsible for its adherence until such time that the Ministry reviews or amends the policy. School-based adjustments to the policy considered justifiable shall be approved by the Principal Secretary – Early Childhood, Primary and Secondary, **before** its implementation.

I wish to thank you for your continued engagement and cooperation in the improvement process of quality education and training for all, in line with the goals, objectives and targets of our Education Sector Medium Term Strategic Plan and 2013-2017 and beyond.

  
**Merida Delcy (Mrs)**  
**Principal Secretary**  
**Early Childhood, Primary and Secondary Education**

**MINISTRY OF EDUCATION**  
**TIME ALLOCATION BY SUBJECTS- 2010**

**CRECHE**

Learning Area	Creche 1		Creche 2	
	20 minutes	Total time	30 minutes	Total time
Pre Lektir	6	2hr	5	2hr 30m
Langaz	6	2hr	5	2hr 30m
Zistwar	5	1hr 40 m	2x ALAP 3x PLEZIR	2hr 30m
English	3	1hr	3	1hr 30m
French	3	1hr	3	1hr 30m
Maths	6	2hr	5	2hr 30m
Grafis	5	1h 40m	3	1hr 30m
Lekritir	3	1hr	5	2hr 30m
Personal & Social Ed.	2	40m	2	1hr
Psikomotrisite	5	1hr 40m	5	2hr 30m
Eveil de la foi	1	20m	2	1 hr
Lar ( Lanmizik, lar plastik, ladans)	5x30	2hr 30m	5	2hr 30m
Aktivite Swa	5x20	1hr 40m	5	2hr 30m
<i>Repo/Lasyes</i>	<i>5x30</i>	<i>2hr 30m</i>	<i>5x20</i>	<i>1hr 40m</i>
<i>Lahey</i>	<i>15mx5</i>	<i>1hr 15m</i>	<i>15mx5</i>	<i>1hr 15 m</i>
<i>Goute</i>	<i>5x30m</i>	<i>2hr 30 m</i>	<i>5x30m</i>	<i>2hr 30 m</i>
<i>Dezennen/rekreasyon</i>	<i>5x1hr</i>	<i>5hr</i>	<i>5x1hr</i>	<i>5hr</i>

**MINISTRY OF EDUCATION**  
**TIME ALLOCATION BY SUBJECTS - 2010**  
**PRIMARY SCHOOLS**

SUBJECTS	Cycle 1		Cycle 2		Cycle 3	
	P 1	P 2	P 3	P 4	P 5	P 6
Kreol	8	8	7	4	4	4
English	8	8	7	7	7	7
French	3	3	3	5	5	5
Maths	8	8	7	7	7	7
Science	2	2	3	3	3	3
Social Studies			2	3	3	3
Personal & Social Ed.	3	3	3	3	3	3
Physical Education	2	2	2	2	2	2
Religious Education	2	2	2	2	2	2
Technology & Enterprise	2	2	2	2	2	2
The Arts	2	2	2	2	2	2
	40	40	40	40	40	40

*January 2010*

# MINISTRY OF EDUCATION

## Secondary Schools –

### Time Allocation by Subjects - 2012

<b>SUBJECTS</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>
English	6	6	6	5	5
French	5	5	5	5	5
Maths	6	6	6	5	5
Combined Science	6	6	6	4	4
Pure Sciences	-	-	-	8	8
Geography	3	3	3	4	4
History	3	3	3	4	4
Technology Ent.	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>
ICT/The Arts	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>
PE	2	2	2	2	2
PSE	1	1	1	2	2
CE	1	1	1	1	1
Religion	2	2	2	2	2
Optional				1	1