



## Elaboration of Elementary learning outcomes

Elaborations provide further clarification for teachers about the outcomes. Each outcome is described in terms of what students should know and do. Like the indicators, the elaborations are there to assist you to develop activities for the students.

In the elaborations below, the section entitled '*Recommended knowledge*' is focused on the knowledge associated with the outcome. The section entitled '*Recommended skills*' is focused on the skills that students are expected to develop in association with each outcome.

### Culture and Community

Strand: Me and my environment		Substrand: Using and caring for resources	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.1.1</b> Identify resources we use from the environment	<b>1.1.1</b> Illustrate how resources are used in the environment	<b>2.1.1</b> Use, reuse and care for things in the environment
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>recognise resources in the environment such as plants, animals, land, forest, people and water</li> <li>understand that different resources have different uses such as:               <ul style="list-style-type: none"> <li>animals for clothes, food and tools</li> <li>plants for food, clothing, shelter and transport</li> <li>marine life for food</li> <li>water for living animals</li> </ul> </li> <li>know names of different resources such as plants used regularly</li> <li>be aware of resources on the land and in the water</li> <li>recognise different types of resources in the community</li> </ul>	<ul style="list-style-type: none"> <li>know the names and uses of different plants and animals</li> <li>know stories and legends about useful resources such as water, rainforest, sea and plants</li> <li>recognise types of soil that are good for planting different plants</li> <li>recognise different types of environment we use for different purposes</li> <li>understand simple food chains</li> <li>know the importance of different resources such as               <ul style="list-style-type: none"> <li>sea for food, homes for fish or sea animals and transport</li> <li>rainforest for homes, transport, shelter, food and clothes</li> </ul> </li> <li>recognise useful parts of plants and animals that are used for food, for planting, tools</li> </ul>	<ul style="list-style-type: none"> <li>know stories and legends about animals and plants people use regularly</li> <li>know parts of plants, animals and made things people use and reuse for many purposes</li> <li>understand basic rules for caring for things we use and reuse at home, school and around the environment</li> <li>know that changes in the environment may be caused by people</li> <li>be aware of some bad practices that happen in the community that damage the natural environment, such as breaking bottles, cutting down trees, throwing rubbish into the river</li> <li>understand the importance of using and reusing soil</li> </ul>





Strand: Me and my environment		Substrand: Using and caring for resources	
<p><b>Recommended skills and suggested activities</b></p>	<ul style="list-style-type: none"> <li>• identify and describe different types of resources that are common</li> <li>• describe ways of looking after the common resources they use</li> <li>• describe uses of different types of resources such as leaves for clothes, fruits for food, wood for shelter and logs for transport</li> <li>• express personal views about the use of different types of resources around them</li> <li>• ask community members questions about the resources they use</li> </ul>	<ul style="list-style-type: none"> <li>• describe uses of different plants and animals</li> <li>• identify what different parts of plants and animals are used for</li> <li>• demonstrate how common animals and plants are cared for</li> <li>• identify what harmful animals and plants can do to human beings</li> <li>• use a variety of methods to show how some plants and animals help us</li> <li>• describe how resources are used for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate how resources in the community can be used or reused</li> <li>• explain why different resources are to be used wisely</li> <li>• practise rules for caring about things they use or reuse</li> <li>• listen and find out more about how resources can be reused in the community, for example, coconut shells can be cleaned and used as a cup, bamboo can be used for storing water</li> <li>• describe good and bad things people do to the environment</li> <li>• talk about the importance of looking after their environment</li> <li>• use and reuse materials in their environment to make things</li> <li>• sort resources out to those that cannot be reused and resources that can be reused, for example, firewood cannot be reused but plastic can be reused</li> </ul>





Strand: Me and my environment		Substrand: Exploring environments	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.1.2</b> Sort common things from their environment into living and non-living things	<b>1.1.2</b> Identify uses of common living and non-living things in their environments	<b>2.1.2</b> Identify where living things are found in the environment
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• know names of a variety of living and non-living things and their characteristics such as leaves of different colours</li> <li>• know that different living and non-living things are found in different environments</li> <li>• understand the difference between living and non-living things</li> <li>• recognise that land is used for different purposes</li> <li>• know that some living and non-living things can be harmful</li> </ul>	<ul style="list-style-type: none"> <li>• know the uses of different living and non-living things</li> <li>• recognise the habitats or natural homes of living things</li> <li>• know that it is good to use safety rules for living and non-living things</li> <li>• be aware of safety rules when using living and non-living things</li> <li>• describe how some plants and animals help us</li> </ul>	<ul style="list-style-type: none"> <li>• recognise places where specific groups of living things such as food crops, fish, certain plants and animals are found in the environment</li> <li>• know certain places that some living things go to have their young</li> <li>• understand that living things depend upon each other for survival</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• share experiences about common living and non-living things in the environment</li> <li>• group things found in the community into living and non-living things</li> <li>• compare differences between living and non-living things</li> </ul>	<ul style="list-style-type: none"> <li>• identify and group non-living and living things according to their common uses</li> <li>• demonstrate the use of living and non-living things through role-play and drawings</li> <li>• apply safety rules when using living and non-living things</li> <li>• use a wide range of methods to illustrate the use of living and non-living things</li> <li>• use maps and diagrams to show where certain things such as the village, gardens and rubbish pits are in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• construct mosaics or wall displays using scraps such as paper, leaves and plastic bags showing where living things are</li> <li>• make things like flowers, decorations from waste material</li> <li>• describe where living things grow best in the environment</li> <li>• observe and create drawings, pictures and models to show where living things are found</li> </ul>



Strand: Me and my environment		Substrand: Exploring environments	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.1.3</b> Use their senses to gather information about the environment	<b>1.1.3</b> Use different ways of collecting information about the environment	<b>2.1.3</b> Interpret and record information gathered about the environment
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• know the five senses: sight, sound, smell, touch and taste</li> <li>• recognise sounds made by animals, insects and people in their environment</li> <li>• understand the uses of our senses</li> <li>• know that our senses are important and helpful in many ways</li> </ul>	<ul style="list-style-type: none"> <li>• know the signs in the natural environment that may indicate different events and happenings such as lightning, thunder and clouds</li> <li>• understand traditional ways of collecting information about the environment</li> <li>• know ways of observing and inquiring about how things happen</li> <li>• know that our senses can help us to learn about our environment</li> <li>• recognise traditional ways for finding directions of wind blowing at different times of the year</li> </ul>	<ul style="list-style-type: none"> <li>• recognise traditional and modern ways of collecting and recording information about the natural and built environment</li> <li>• understand that it is important to learn about people and other living things that share the environment</li> <li>• know how to look for specific information on how things happen in the environment</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• use sense of sight, smell, hearing, touching and tasting to gather information about common living things in the environment</li> <li>• sort things into groups such as hot, cold, big, small, sweet, sour, long, short, rough, smooth using their senses</li> <li>• identify and describe things around them using their senses</li> <li>• use different ways of finding out about things</li> </ul>	<ul style="list-style-type: none"> <li>• interview community members to gain information about different natural signs such as flowering plants at certain times of the year</li> <li>• identify and discuss common plants and animals that are in their environment</li> <li>• imitate and interpret different sounds of animals</li> <li>• encourage each other to share experiences about their environment</li> </ul>	<ul style="list-style-type: none"> <li>• collect information about rivers, forests and swamps in their environment</li> <li>• interpret the meanings of movements in dance, symbols, patterns and designs and how they relate to real life activities</li> <li>• observe and question why certain things happen in their environment</li> <li>• present information about their environment in a variety of ways such as displaying crafts and drawing pictures</li> <li>• record and present information about natural happenings such as drought, floods, wind and volcanoes</li> </ul>

Strand: Me and my environment		Substrand: Changes in natural and human communities	
	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.1.4</b> Recognise changes that occur in the natural environment	<b>1.1.4</b> Recognise the importance of natural events in the environment	<b>2.1.4</b> Describe the links between environmental events and activities in the community calendar
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>recognise changes such as making roads and gardens and felling trees that are made by people in the natural environment</li> <li>understand that some changes can cause danger to people, animals and plants</li> <li>understand different seasonal changes for animals and plants</li> <li>know stories and legends about natural happenings that have caused changes to the natural environment in the past and today</li> </ul>	<ul style="list-style-type: none"> <li>know when different plants bear fruit, when certain fish appear in the sea and when certain birds appear in the trees in different seasons</li> <li>know natural events that change the features of the natural environment</li> <li>know traditional beliefs, myths and legends about natural events in the environment</li> <li>know how seasonal changes affect plants and the movement of fish, birds and animals</li> </ul>	<ul style="list-style-type: none"> <li>recognise seasonal activities and relate them to community activities in the community calendar</li> <li>know traditional and modern months and link the activities to the community calendar</li> <li>understand the links between modern and traditional events</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>experience stories about changes such as logging that affect themselves and their community</li> <li>talk about different seasonal changes and how they affect their community</li> <li>draw pictures and make models to illustrate different seasonal activities such as planting, harvesting and hunting</li> </ul>	<ul style="list-style-type: none"> <li>use mime, role-play and drama to show ways of avoiding dangers from changes such as tsunami, earthquakes, floods and landslides in the natural environment</li> <li>explain reasons why people do certain things at a certain time of the year</li> <li>identify good and bad changes that take place in the local area and how they affect the people and other living things</li> </ul>	<ul style="list-style-type: none"> <li>keep a journal of events and activities that take place in the environment</li> <li>make a community calendar to link the events and activities that happen in the environment</li> <li>present a play or mime to illustrate important events from the community calendar</li> <li>identify and give reasons why particular events occur at certain times of the year</li> </ul>

Strand: Me and mMy Community		Substrand: Relationships	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.2.1</b> Identify relationships within their own family	<b>1.2.1</b> Describe their family structure and cultural backgrounds	<b>2.2.1</b> Identify similarities and differences between family generations
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• know the roles and responsibilities of each family member</li> <li>• recognise ways of approaching, communicating, sharing, and caring for members of the family</li> <li>• understand the importance of living together as family members</li> </ul>	<ul style="list-style-type: none"> <li>• know the cultural group they belong to</li> <li>• know their family origins such as the clans their father and mother belong to</li> <li>• recognise the relationships they have in their family and extended families</li> <li>• be aware of their behaviour when talking to people of different age groups</li> <li>• understand that families belong to a cultural group</li> </ul>	<ul style="list-style-type: none"> <li>• know important people in the clan</li> <li>• know the roles of different age groups in their clan and community</li> <li>• recognise different ways of communicating with certain people in the community or clan</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• describe things they can do for their family members</li> <li>• imitate the roles of the members of the family</li> <li>• illustrate through role-play and mime to show what family members do for each other</li> <li>• identify and talk about positive relationships within their families</li> <li>• demonstrate ways of approaching other members of the family to ask for things politely, offer to help and be considerate</li> <li>• participate in family activities such as sharing things and working together</li> </ul>	<ul style="list-style-type: none"> <li>• describe the members that make up their family</li> <li>• use role-play and mime to show activities that they do for their own families and other clan members</li> <li>• listen to and retell stories about the origins of their family members</li> <li>• tell stories about activities they are expected to do together to help their clan members</li> <li>• identify origins of different crafts with symbols, design and patterns found in the community</li> </ul>	<ul style="list-style-type: none"> <li>• illustrate through role-play and mime things we do to show good relationships in the clan and family</li> <li>• draw a family tree to show the origins of their family</li> <li>• use drawings and pictures to illustrate the types of activities that they can do with family and clan members to maintain good relationships</li> <li>• make posters such as the different ways of dressing, types of food and ways of life to show different family generations</li> <li>• write about activities we do today compared to what other groups did in the past</li> <li>• mime roles different age groups of people do in the community</li> </ul>



Strand: Me and My Community		Substrand: Meeting needs	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.2.2</b> Identify needs of living things	<b>1.2.2</b> Describe how living things meet their needs and satisfy their wants	<b>2.2.2</b> Describe how other groups meet their needs and satisfy their wants
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• know that all living things such as people, plants and animals need air, food, water and shelter to survive</li> <li>• know that plants need air, water, nutrients, sunlight and a suitable temperature to grow</li> <li>• understand that living things depend on each other for their basic needs for survival</li> <li>• know that needs of living things change over time</li> <li>• know that people need love and support to stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• know the difference between needs and wants</li> <li>• know that different living things meet their needs in different ways</li> <li>• know that people meet their needs in different ways to other living things such as plants and animals</li> <li>• know that people do things to meet their own needs and satisfy their own wants and those of others, including people with special needs</li> <li>• understand roles and responsibilities to meet needs and wants of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• understand that different groups of people and other living things have different needs and wants</li> <li>• understand that different people have different ways of meeting their needs and wants</li> <li>• recognise the obligations and benefits of different groups of people in meeting their needs and wants</li> <li>• know that there are many ways of interacting with people to meet their special needs and wants</li> <li>• recognise different ways families live and do things in the community to meet their needs</li> <li>• know that some living things form groups because of their common needs</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• observe and talk about what different living things need to stay alive</li> <li>• illustrate things we do to care for common plants and animals we use</li> <li>• look at the difference between needs of different living things</li> <li>• interpret what living things need by observing animals and plants outside</li> <li>• illustrate by drawing how needs of living things change over time</li> </ul>	<ul style="list-style-type: none"> <li>• identify how different living things meet their needs and satisfy their wants</li> <li>• use role-play or drama to show how living things meet their needs and how people satisfy their wants</li> <li>• illustrate tasks people do to meet their needs and the needs of other living things by making a chart or poster</li> <li>• display common things that people need and want from their community</li> </ul>	<ul style="list-style-type: none"> <li>• describe by drawing and writing how groups of living things meet their needs and satisfy their wants</li> <li>• identify needs and wants of different living things from sample objects and pictures</li> <li>• use pictures or samples to identify and explain in their own words about needs and wants of living things</li> <li>• talk or write about the roles, rights and responsibilities of different groups of people and how these help them to meet their needs and satisfy their wants</li> <li>• make a mural or collage to show what different groups do to help meet human needs</li> </ul>



Strand: Me and My Community		Substrand: Living and working together	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning Outcomes</b>	<b>P.2.3</b> Identify familiar places used by the people of the community	<b>1.2.3</b> Identify and care for places that provide services in the community	<b>2.2.3</b> Demonstrate where important places are found in their community
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• know places people use for special activities in the community</li> <li>• understand that familiar places they use must be cared for</li> <li>• be aware of when they come into contact with familiar places in the community</li> <li>• know the importance of some of the places in the community</li> </ul>	<ul style="list-style-type: none"> <li>• recognise places that provide special services for different groups of people in the community</li> <li>• know things that individuals or groups do to provide services for the community</li> <li>• know the special services individuals get at certain places in the community</li> </ul>	<ul style="list-style-type: none"> <li>• understand the importance of certain places in the community</li> <li>• recognise simple maps and models of important places in the community</li> <li>• understand the signs on important places and what they mean</li> <li>• know special places that provide special help</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• name and describe the uses of familiar places in the community</li> <li>• listen to an elder talk about certain places in the community</li> <li>• talk about different laws, rights and taboos of certain places</li> <li>• describe good and bad things about familiar places</li> <li>• abide by the laws and taboos of familiar places</li> <li>• participate in activities to take care of familiar places</li> <li>• draw tools and other things used to take care of those places</li> </ul>	<ul style="list-style-type: none"> <li>• visit and talk about certain places that provide services for their community</li> <li>• make models of places that provide services to the community</li> <li>• draw pictures of places that provide help for the communities and their families</li> <li>• write captions or a few sentences explaining what services are provided at certain places in the community</li> <li>• explain how services help the community and their families</li> <li>• make a puppet-play showing roles of people who provide help to the community</li> </ul>	<ul style="list-style-type: none"> <li>• identify where important places are found in the community</li> <li>• express the importance of those places</li> <li>• draw simple maps of the community showing where important places are</li> <li>• make a model of places using plasticine, mud or empty cartons</li> <li>• give directions on how to get from one important place in the community to another</li> <li>• draw pictures of important places in the community</li> <li>• identify different signs of important places</li> </ul>



Strand: Me and My Community		Substrand: Events and ceremonies	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.2.4</b> Participate in cultural and ceremonial activities	<b>1.2.4</b> Describe how traditional practices reflect the identities of cultural groups	<b>2.2.4</b> Explain different beliefs and customs from current and past times
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• know about different cultural activities and ceremonies in their community</li> <li>• recognise different decorations, bilas and dressing for specific occasions</li> <li>• understand the importance of cultural activities</li> <li>• know when certain community or cultural activities occur in the year</li> </ul>	<ul style="list-style-type: none"> <li>• understand that different cultural groups have their own traditional dances, songs, designs, patterns and traditional crafts</li> <li>• know the sacred places and taboos of their cultural group</li> <li>• recognise different signs, symbols and rituals in their culture</li> <li>• know that cultural patterns can be put in the bilas</li> </ul>	<ul style="list-style-type: none"> <li>• know different local beliefs and cultures from the past to present</li> <li>• understand traditional and modern beliefs about making things</li> <li>• recognise stories and legends about their community and people around them</li> <li>• know some significant events from the past and present</li> <li>• recognise traditional and modern symbols and their meaning in the community</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• participate in traditional singsing</li> <li>• make bilas for body decorations</li> <li>• dress up for singsing with the help of an adult or elder</li> <li>• perform body movements and actions to the sound of a kundu beat</li> <li>• identify main celebrations of the year</li> <li>• identify and talk about what they are celebrating</li> </ul>	<ul style="list-style-type: none"> <li>• describe occasions and celebrations such as bride price and birthdays</li> <li>• talk about landmarks and ritual places</li> <li>• discuss main ideas and points of some local stories and legends</li> <li>• tell the difference between traditional and other special occasions</li> <li>• make bilas that represent their own cultural or clan group</li> <li>• identify different cultural groups through facial appearance</li> </ul>	<ul style="list-style-type: none"> <li>• display and talk about artefacts of their area</li> <li>• draw and label artefacts from the past and present</li> <li>• take part in local celebrations and events</li> <li>• tell how some stories and beliefs have changed</li> <li>• write about different signs and symbols of their own clan or community</li> <li>• identify differences in the way of life in the past and today</li> <li>• value and show pride in their beliefs and customs</li> </ul>



Strand: Me and My Community		Substrand: Arts	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.2.5</b> Observe and identify arts for their own clan and cultural groups	<b>1.2.5</b> Show how arts are used in their community	<b>2.2.5</b> Apply a range of arts skills and techniques for different purposes
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>understand that arts are important, including patterns, designs and traditional crafts for their own clan and cultural groups</li> <li>recognise their clan handicrafts</li> <li>know instruments, tools and ornaments used in their community</li> <li>recognise the traditional music and dances from their own clan</li> <li>know that traditional musical instruments can be made and used</li> </ul>	<ul style="list-style-type: none"> <li>know that some cultural arts are used in the community for different purposes</li> <li>recognise different forms of arts</li> <li>recognise arts used in traditional dances, ornaments, costumes, chants, poems and crafts</li> <li>know traditional totems of their own people</li> <li>understand the importance of their cultural arts</li> </ul>	<ul style="list-style-type: none"> <li>understand the importance of different arts</li> <li>recognise traditional activities such as spear-making, bilum making and basket weaving that use special skills</li> <li>know the meanings of legends, stories, chants and symbols</li> <li>recognise people with special skills such as dancers, fishermen, hunters and magicians</li> <li>know different decorations that are used by men or women only</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>observe and talk about art such as prowboards of canoes, designs on buildings, kundu drums, locally made tools, bows and arrows and grass skirts they see in their community</li> <li>draw or paint patterns and designs of their own clan</li> <li>make toys or other items their people make in their community</li> <li>thread simple necklaces using local materials</li> <li>draw masks expressing their local designs with permission of clan-owners</li> <li>take part in traditional singing</li> </ul>	<ul style="list-style-type: none"> <li>make a display with captions of different types of arts of their cultural groups</li> <li>describe different signs and symbols of their own cultural group</li> <li>make and use simple bilas</li> <li>perform traditional dances</li> <li>write descriptions of how certain things like head-dress, ornaments, drums and other crafts are made and used</li> </ul>	<ul style="list-style-type: none"> <li>make and use traditional tools, bilas and instruments</li> <li>tell stories or legends about certain activities and events</li> <li>participate in traditional activities</li> <li>create and perform dances, play and movement for different occasions</li> <li>dramatise characters such as hunters, fishermen, dancers and warriors from stories or legends</li> <li>sing songs with instruments</li> </ul>



Strand: Me and My Health		Substrand: Moving and growing	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning Outcomes</b>	<b>P.3.1</b> Explore basic movements	<b>1.3.1</b> Perform basic movements and skills	<b>2.3.1</b> Demonstrate a range of controlled movements and skills for different purposes
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• know the basic body movements such as twisting, bending and stretching</li> <li>• know the common movements such as hopping, running, leaping, jumping, skipping and walking for moving their bodies from one place to another</li> <li>• know names of common and basic movements</li> <li>• recognise movement games</li> <li>• understand that you can move to music and other sounds</li> </ul>	<ul style="list-style-type: none"> <li>• know that different body parts perform different movement skills</li> <li>• recognise simple movement patterns</li> <li>• understand coordinated movements</li> <li>• know that basic movement skills can be performed with simple or improvised equipment</li> <li>• understand that basic movements can be performed in a number of ways</li> </ul>	<ul style="list-style-type: none"> <li>• know different types of basic movement skills which are coordinated for speed, direction and level</li> <li>• recognise simple movement patterns and sequences</li> <li>• know that improvised equipment can be used to perform movements</li> <li>• know that safety is important when performing movements</li> <li>• know parts of the body that carry weight when moving</li> <li>• recognise basic combined movements and skills to perform simple game skills</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• perform during free play such movements as swaying, rolling and bending</li> <li>• create a variety of movement patterns by combining movements such as jumping and skipping</li> <li>• move specific parts of the body in response to different instruments such as drums</li> <li>• imitate movements following a leader</li> <li>• express different feelings with their faces</li> </ul>	<ul style="list-style-type: none"> <li>• identify movements for different body parts, such as kicking and balancing</li> <li>• perform simple movement sequences with and without equipment</li> <li>• perform coordinated movements such as catching, throwing at a target and kicking a ball with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• perform movements such as hitting and lifting with and without equipment</li> <li>• demonstrate movements for playing alone or in groups</li> <li>• control movements to show changes in speed, direction and level</li> <li>• take weight on different parts of the body such as hands, knees, back and hips</li> </ul>



Strand: Me and My Health		Substrand: Games and activities	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.3.2</b> Create and play simple games	<b>1.3.2</b> Play traditional, seasonal and introduced games and activities	<b>2.3.2</b> Take part in modified games according to the rules
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• understand the importance of using rules in simple games</li> <li>• recognise traditional games and activities played at certain times of the year</li> <li>• know that simple movement games can be created</li> <li>• understand safety rules for simple games, equipment and playing fields</li> <li>• be aware of safe and unsafe environment for playing simple games</li> <li>• know that improvised equipment can be made and used to play simple games</li> </ul>	<ul style="list-style-type: none"> <li>• understand the importance of having rules in traditional and minor games</li> <li>• know that safety rules prevent injury in games</li> <li>• recognise seasonal, traditional and introduced games</li> <li>• understand that all students must participate in play activities</li> <li>• recognise play activities where only boys or girls participate</li> </ul>	<ul style="list-style-type: none"> <li>• understand simple rules for group, minor, traditional or simple modified games</li> <li>• understand that improvised equipment can be made and used in simple modified and traditional games</li> <li>• recognise safe play areas and fields and safety rules to prevent injuries in games</li> <li>• understand that games can be created with their own rules and improvised equipment</li> <li>• know that in any play activity there must be gender equity so that it is fair for girls and boys</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• use safety rules in games</li> <li>• discuss and play traditional games and activities</li> <li>• play different games at certain times of the year</li> <li>• create and perform free-play games in groups, pairs or alone</li> <li>• create and play simple movements in games</li> <li>• use simple body coordination in games such as shooting targets</li> <li>• select or choose simple games they like to play in groups, pairs or alone</li> </ul>	<ul style="list-style-type: none"> <li>• use rules to play traditional and introduced games</li> <li>• use safety rules in different seasonal games</li> <li>• participate actively in traditional and introduced games with guided rules</li> <li>• discuss the importance of traditional rules for games</li> <li>• make materials for traditional games where applicable</li> <li>• respect and cooperate with others during games and activities</li> </ul>	<ul style="list-style-type: none"> <li>• participate in games</li> <li>• play obstacle games following guided rules</li> <li>• discuss and follow rules of simple modified games</li> <li>• make own games and rules to suit the time of the year and the environment</li> <li>• use rules consistently and fairly</li> <li>• perform skills in games with moderate success</li> </ul>



Strand: Me and My Health		Substrand: Hygiene, nutrition and safety	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.3.3</b> Identify things they do that can encourage nutrition, personal safety and hygiene	<b>1.3.3</b> Describe activities that promote hygiene and healthy living in the community	<b>2.3.3</b> Describe cultural practices that encourage healthy living
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• know basic hygiene and safety rules for self, home and school</li> <li>• understand that safety rules prevent accidents</li> <li>• know that it is important to take care of their bodies</li> <li>• recognise nutritious food in the local community</li> <li>• know that eating nutritious food is good for their bodies</li> <li>• know that it is important to have three main meals every day</li> </ul>	<ul style="list-style-type: none"> <li>• know that homes, classrooms and villages must be clean all the time</li> <li>• recognise locally grown food that is nutritious for their bodies</li> <li>• know that activities such as sleeping, relaxing and exercising are very good for the body</li> <li>• understand that it is important to care for their bodies</li> <li>• know that some places in the community must be kept clean at all times</li> <li>• be aware of healthy activities in which the community participates</li> <li>• recognise dangerous situations such as a flooding river, bushfire, sharp knives and know how to act to prevent accidents</li> </ul>	<ul style="list-style-type: none"> <li>• know healthy and helpful cultural practices such as cooking, sharing and preparing food together</li> <li>• recognise traditional attitudes and behaviour that are positive and healthy</li> <li>• recognise foods locally available that protect us from sicknesses, help our bodies to grow and give us energy</li> <li>• know that traditional or modern safety measures are important in travel or any activity where people participate</li> <li>• recognise local herbs used for curing sicknesses, sores or skin diseases</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• demonstrate personal hygiene practices such as washing hands after using the toilet</li> <li>• identify people in the community that they can trust</li> <li>• identify animals and plants that are dangerous to avoid</li> <li>• apply simple rules to avoid accidents</li> <li>• draw pictures of food they can eat for healthy body</li> <li>• perform role-play of safety practices at home and at school</li> </ul>	<ul style="list-style-type: none"> <li>• mime or role-play safe, healthy living such as cleaning and burying rubbish</li> <li>• draw pictures to show healthy living activities they do in their community</li> <li>• draw and label pictures of different types of healthy food</li> <li>• talk about what their people do when people are sick in their community</li> <li>• talk about things such as having vaccinations and having a good diet that their family members do to stop sickness</li> </ul>	<ul style="list-style-type: none"> <li>• write about helpful cultural practices such as caring for others in the family, clan and community</li> <li>• listen to guest speakers talk about positive health attitudes and behaviours</li> <li>• participate in preparing food using healthy habits</li> <li>• role-play some cultural practices to show healthy living</li> <li>• describe the use of different herbs and cures brought to the classroom</li> </ul>





## Cultural Mathematics

Strand: Space		Substrand: Space	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.1.1</b> Follow and give simple directions for moving in a space	<b>1.1.1</b> Follow and give directions to move from place to place	<b>2.1.1</b> Follow directions from simple maps
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>know local names for directions such as east is where the sun rises and west is where the sun sets</li> <li>know direction words such as sideways, forwards and backwards, to the left or to the right</li> <li>know position words such as on, under, on top of and next to</li> <li>understand simple instructions to move from one place to another</li> <li>use direction words like forwards and backwards in activities such as playing games</li> <li>be aware of things moving in space such as the movement of clouds, wind, animals, cars and trucks</li> </ul>	<ul style="list-style-type: none"> <li>give directions based on everyday life, for example give directions on how to walk from the school back to your house</li> <li>follow a simple sequence of movements</li> </ul>	<ul style="list-style-type: none"> <li>locate familiar locations such as a market place, street, house, school by following directions from a simple map</li> <li>use the language of direction in describing maps and locations</li> <li>use direction words in vernacular and English such as turn left, turn right, go up, go down</li> <li>understand words that describe directions and locations on a model of the village</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>give and follow directions using position words such as forwards, backwards, to the left and to the right</li> <li>make lists of local names for directions such as east and west</li> <li>use direction words to move in a space</li> <li>follow simple directions for moving from room to room in school or to the bus stop and back</li> </ul>	<ul style="list-style-type: none"> <li>give directions to a person to find a place in the community</li> <li>respond appropriately to and use the language of position such as under, behind, in front of, below, on, alongside, near, right and left</li> <li>respond appropriately to and use language movements such as back, forward, round, past and turn</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate words to describe directions on how to get to a location using simple maps</li> <li>make simple maps of the classroom and school</li> <li>make a model to show where familiar places are in the community</li> <li>locate familiar places on the model such as the market, streets, houses and the school</li> </ul>





Strand: Space		Substrand: Shape	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning Outcomes</b>	<b>P.1.2</b> Identify locally known shapes by their visual appearance	<b>1.1.2</b> Compare and group shapes in the community	<b>2.1.2</b> Investigate and describe the features of geometric shapes
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>recognise locally known shapes of objects such as vegetables, fruits and utensils</li> <li>know vernacular names for shape words such as circle, square, rectangle, round, curved, straight</li> <li>identify shapes used in pictures, drawings, carvings and buildings</li> </ul>	<ul style="list-style-type: none"> <li>know comparison words such as bigger, smaller, straight and curved to describe differences and similarities in shapes in vernacular</li> <li>recognise features of different shapes such as edges, curves and corners</li> <li>identify common shapes seen in objects such as the front of houses, walls of the house and buildings</li> </ul>	<ul style="list-style-type: none"> <li>know that geometric shapes can have edges, faces and corners</li> <li>know and use vernacular and English words and descriptions for various shapes</li> <li>know that geometric shapes have different features</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>make models of locally known shapes using sand, clay or mud</li> <li>name and describe different shapes of objects collected</li> <li>gather and trace shapes of different objects such as leaves, fruit and branches</li> <li>sort their collections into similar shapes</li> </ul>	<ul style="list-style-type: none"> <li>identify and group different shapes in the environment</li> <li>group objects and say why they are grouped together</li> <li>recognise and name simple shapes and objects and use everyday language to describe them</li> <li>name and identify different shapes</li> <li>identify and discuss types of shapes such as curved, round, sharp or flat</li> <li>make a model of a given shape such as the shape of a house</li> </ul>	<ul style="list-style-type: none"> <li>compare and group shapes according to differences and similarities</li> <li>use local materials to make common geometrical shapes</li> <li>group common geometrical shapes according to edges, faces and corners</li> <li>describe different features of geometrical shapes such as edges, faces and corners</li> <li>use vernacular and English words and descriptions for various shapes</li> </ul>



Strand: Measurement		Substrand: Measuring and estimating	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<p><b>P.2.1</b> Measure the length, weight and capacity of things using their own informal measuring units</p>	<p><b>1.2.1</b> Measure and compare the length, weight and capacity of things using local informal units</p>	<p><b>2.2.1</b> Compare the accuracy of local measures of length, weight and capacity</p>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• measure the length of common objects such as buildings, sticks, gardens and playgrounds using their own units such as footsteps or hand spans</li> <li>• measure the weight of certain objects by comparing them with other known objects. For example, is it lighter or heavier than a coconut?</li> <li>• use the vernacular terms for light and heavy</li> <li>• measure the capacity of water in different containers: small, medium, large</li> </ul>	<ul style="list-style-type: none"> <li>• know the local units of measurement</li> <li>• know the words that help you compare different measurements such as short, long, light, heavy, tall, short, full, empty</li> <li>• know that capacity means the space inside a container</li> <li>• use comparison words in vernacular</li> </ul>	<ul style="list-style-type: none"> <li>• know traditional ways of measuring length, weight and capacity</li> <li>• know comparison words in vernacular</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• match and compare length and height using their own units</li> <li>• collect items of different weight and arrange them in order from lightest to heaviest using their own units</li> <li>• match and compare light and heavy objects</li> <li>• arrange light and heavy objects in simple order</li> </ul>	<ul style="list-style-type: none"> <li>• compare different lengths of measurement</li> <li>• match, compare, guess and order different weights</li> <li>• use comparison words such as light, lighter, lightest</li> <li>• use different containers and other items to measure capacity</li> <li>• draw pictures of objects and label them using local informal units</li> </ul>	<ul style="list-style-type: none"> <li>• collect objects of different lengths</li> <li>• guess their lengths and order them</li> <li>• write the names of objects in order</li> <li>• measure capacity using various common containers</li> <li>• compare local ways of measuring weight</li> <li>• measure lengths in different ways and decide which method was more accurate</li> </ul>



Strand: Measurement		Substrand: Area	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.2.2</b> Measure how much space is covered by objects using their own informal units	<b>1.2.2</b> Compare and measure an area using local ways of measuring	<b>2.2.2</b> Estimate the number of objects needed to cover a surface
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• know that flat surfaces such as books, sleeping mats and tabletops take up space and that you can measure that space</li> <li>• know that you can use local units to measure flat surfaces</li> <li>• know the vernacular words to describe area</li> </ul>	<ul style="list-style-type: none"> <li>• know vernacular comparison words such as big, bigger, biggest, small, smaller, smallest</li> <li>• know some informal units suitable for measuring area of surfaces</li> </ul>	<ul style="list-style-type: none"> <li>• know how to take a clever guess to find out how many objects will cover a flat surface</li> <li>• recognise examples of when family and community members need to know the area of a space, such as when they are planting a garden, marking out the space for their houses or painting a wall</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• place objects such as shells or stones to cover flat surfaces and count how many shells or stones it takes</li> <li>• use vernacular words to describe the amount of space taken by different flat surfaces</li> </ul>	<ul style="list-style-type: none"> <li>• measure, and compare the areas of flat surfaces in the classroom and the school yard</li> <li>• sort them from biggest to smallest</li> <li>• play games to sort and group objects by the amount of flat space they take up: area</li> </ul>	<ul style="list-style-type: none"> <li>• estimate or guess how many leaves, stones or shells it will take to cover a garden bed or other flat surface</li> <li>• count objects used and see whose estimate was the closest</li> <li>• play games to estimate areas within the school grounds and compare with the actual areas</li> </ul>



Strand: Measurement		Substrand: Time	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning Outcomes</b>	<b>P.2.3</b> Use time markers	<b>1.2.3</b> Tell and use time in traditional ways	<b>2.2.3</b> Identify and sequence events that occur at different times
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>recognise parts of the day</li> <li>know which days are school days and which days are weekends</li> <li>know the times for greetings, such as saying 'good morning', 'good afternoon' in their vernacular</li> </ul>	<ul style="list-style-type: none"> <li>identify different parts of the day and night</li> <li>know the months of the year</li> <li>know the months when the wet and dry seasons start</li> <li>know about common traditional days used for harvesting crops, fishing and hunting</li> <li>know the main divisions of the school year, half year and terms</li> </ul>	<ul style="list-style-type: none"> <li>know the months for major events in the year</li> <li>know the days of the week in vernacular and English</li> <li>know the months of the year in vernacular</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>use time markers such as morning, midday, afternoon and night and day</li> <li>use 'before' and 'after'</li> <li>identify days of the week</li> <li>order events in time</li> <li>estimate time intervals in make-up units</li> <li>talk about some annual events and celebrations such as harvest time, Easter, Independence Day, Christmas Day</li> </ul>	<ul style="list-style-type: none"> <li>name different parts of the day and night</li> <li>tell times using their traditional ways</li> <li>identify wet and dry seasons</li> <li>use the traditional calendar to list seasons and other events</li> <li>list important events of the year when feasts and celebrations occur</li> </ul>	<ul style="list-style-type: none"> <li>name the major events in the year such as Education Week, Independence Day, Easter and Christmas</li> <li>name the events that take place in their community cultural calendar</li> <li>tell a sequence of events using time words like 'first', 'then', 'next'</li> <li>name the days and months of the year</li> <li>list the weather patterns and activities for each season</li> <li>mark daily events on a calendar</li> </ul>

Strand: Number		Substrand: Counting	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.3.1</b> Count objects in vernacular using local number systems	<b>1.3.1</b> Count groups of objects in the vernacular	<b>2.3.1</b> Count objects in vernacular and English using local and standard number systems
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>know the names of numbers from zero to the highest number possible in the vernacular</li> <li>understand the concept of numbers from zero to ten or higher where possible</li> <li>understand the order of local numbers</li> <li>recognise representations of local numbers</li> </ul>	<ul style="list-style-type: none"> <li>understand that concrete objects can be grouped using local numbers</li> <li>understand the value of counting in local numbers</li> <li>know local double-digit numbers if there are any in the local number system</li> <li>recognise and use local numbers in written form</li> <li>represent the concept of number with concrete objects and say the name of the number</li> <li>understand the concept of 'place value'</li> <li>write and know the words from zero to ten or highest number possible</li> <li>know how to count by twos, fives and tens</li> </ul>	<ul style="list-style-type: none"> <li>count objects and groups of objects in both vernacular and English</li> <li>write numerals and words for each number in vernacular</li> <li>recognise the use of local numbers in traditional or free play</li> <li>understand the value of local and standard number systems</li> <li>know that both number systems can be used side by side</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>count in vernacular using concrete objects</li> <li>match objects to numbers, one to one</li> <li>count on from a given number</li> <li>sequence and count objects</li> <li>match number names with sets of familiar items</li> </ul>	<ul style="list-style-type: none"> <li>name numbers from zero to the highest number that is possible in vernacular</li> <li>count common objects in groups by their own number words</li> <li>count groups of common objects such as fish, peanuts or kaukau</li> <li>match local number words with groups of objects</li> </ul>	<ul style="list-style-type: none"> <li>count numbers from zero to a hundred in English using the international number system</li> <li>match concrete objects with English and vernacular number words</li> <li>read and write number words in vernacular up to 100</li> <li>count to 100 in groups of twos, fives, and tens in vernacular and in English</li> <li>count numbers accurately in card games, board games and playground activities</li> <li>write locally used position numbers: ordinal numbers from first to tenth or as far as the language can go</li> <li>say the position or ordinal numbers in English</li> </ul>



Strand: Number		Substrand: Mathematical language	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.3.2</b> Describe the four operations using simple vernacular words	<b>1.3.2</b> Use number symbols that mean the same as vernacular number words	<b>2.3.2</b> Use vernacular and English words for number symbols and operational signs
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>know vernacular words for operations: addition or putting together, subtraction or taking away, multiplication or grouping and division or sharing</li> <li>recognise number operations in vernacular</li> <li>understand the traditional ways of using local number operations</li> </ul>	<ul style="list-style-type: none"> <li>know that local numbers can be represented in words, pictures or symbols</li> <li>recognise vernacular number words and symbols</li> <li>know how to play simple traditional games and activities</li> </ul>	<ul style="list-style-type: none"> <li>say and write number symbols for vernacular and English words from zero to a hundred</li> <li>know signs for addition, subtraction, multiplication and division</li> <li>understand the number operations and symbols can be used and recognised anywhere in the world</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>use simple vernacular operation words to say what they are doing with concrete materials</li> <li>use concrete objects or pictures to show the four operations such as putting together, taking away, having lots of and sharing equally</li> <li>practise using the vernacular words when exploring simple problems</li> </ul>	<ul style="list-style-type: none"> <li>play simple number-matching games and activities</li> <li>use number symbols to show what they are doing with concrete materials</li> <li>match vernacular words to number symbols</li> <li>use number symbols to make simple number sentences</li> <li>make a set of posters to match number words, symbols and pictures</li> </ul>	<ul style="list-style-type: none"> <li>match numbers, vernacular and English words and pictures</li> <li>count, read and write number words and symbols from zero to a hundred</li> </ul>



Strand: Number		Substrand: Operations	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.3.3</b> Solve simple problems using concrete materials	<b>1.3.3</b> Solve problems using two-digit numbers to 20 or closest to 20 in vernacular	<b>2.3.3</b> Solve problems using two-digit numbers up to 99
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• identify ways of solving simple problems</li> <li>• know how to show and solve simple number problems using concrete materials</li> <li>• know traditional ways of counting that can be used to solve simple number problems</li> </ul>	<ul style="list-style-type: none"> <li>• know single and double-digit local numbers in the counting system</li> <li>• group objects into lots of, such as two lots of, three lots of</li> <li>• know ways to solve simple addition and subtraction problems with no trading</li> <li>• share groups of objects into equal parts such as two parts and four parts</li> </ul>	<ul style="list-style-type: none"> <li>• know that concrete materials can be used to make number sentences</li> <li>• solve multiplication and division problems using concrete materials without trading</li> <li>• solve addition and subtraction problems using concrete materials with trading</li> <li>• understand one-digit and two-digit number sentences</li> <li>• know place value of one-digit and two-digit numbers</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• use traditional ways of solving simple number problems</li> <li>• draw pictures to show one or two ways of solving problems</li> <li>• show problems with concrete materials</li> <li>• add and subtract one and two-digit numbers using concrete materials</li> <li>• group objects into lots of, such as lots of two and lots of three</li> <li>• share objects into equal groups such as groups of two and groups of four</li> </ul>	<ul style="list-style-type: none"> <li>• use concrete materials to solve addition and subtraction problems with no trading</li> <li>• use concrete materials to show lots of numbers and to share groups of objects</li> <li>• practise making simple number sentences to show problems with concrete materials</li> </ul>	<ul style="list-style-type: none"> <li>• use concrete materials to solve two-digit number problems using place value</li> <li>• play number games to solve one and two-digit number problems</li> <li>• use concrete objects to show one-digit and two-digit number problems</li> </ul>



Strand: Number		Substrand: Money	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning Outcomes</b>	<b>P.3.4</b> Describe traditional money and Papua New Guinean money	<b>1.3.4</b> Use different amounts of money to make up various sums of money	<b>2.3.4</b> Make and solve money problems
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>recognise traditional forms of money and know their names</li> <li>know how traditional money is used</li> <li>know the value of traditional money</li> <li>know that traditional money is made from things in the environment</li> <li>recognise Papua New Guinean currency, their names, their uses and their values</li> </ul>	<ul style="list-style-type: none"> <li>use words in connection with money</li> <li>know the correct symbols: K for Kina and t for toea</li> <li>be familiar with Papua New Guinea notes and coins</li> <li>know when and where money is used</li> </ul>	<ul style="list-style-type: none"> <li>talk about uses of money in the community</li> <li>understand the value of Papua New Guinean money</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>talk about traditional money with community members and get them to explain its value</li> <li>conduct barter and trade activities</li> <li>recognise Papua New Guinean money and compare it to traditional currency</li> <li>identify and sort coins according to colours, shapes, size, edges, animals and numbers</li> <li>identify and sort the notes by their colours and numbers</li> <li>use different coins to make up K1.00</li> </ul>	<ul style="list-style-type: none"> <li>show different notes and coins used</li> <li>calculate their change from a given amount after shopping or marketing</li> <li>make up given amounts of money</li> <li>explain ways used</li> <li>play 'shop' with change to K10.00</li> </ul>	<ul style="list-style-type: none"> <li>write vernacular and English names for Papua New Guinean money</li> <li>write numerals and symbols</li> <li>give play money in exchange for goods in the classroom shop and put prices on items when playing shop</li> <li>calculate costs of what they intend to buy</li> <li>calculate the remaining amount after their spending</li> <li>check their change</li> <li>sort coins and notes and recognise that they have different values</li> </ul>