



Strand: Pattern		Substrand: Patterns	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.4.1</b> Make simple patterns	<b>1.4.1</b> Recognise various local patterns	<b>2.4.1</b> Collect and compare various patterns
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>recognise locally known patterns such as long and short, repeated lines, repeated curvy lines</li> <li>know how to form patterns, working out how the simple pattern is produced</li> <li>make patterns such as dot patterns, linking cube patterns and pattern cards</li> </ul>	<ul style="list-style-type: none"> <li>recognise different patterns in animal markings and in garden beds</li> <li>see patterns in drawings and weavings</li> <li>recognise different patterns such as long lines, short lines, curved lines and patterns used on bilums and kundu drums on objects</li> </ul>	<ul style="list-style-type: none"> <li>recognise simple patterns on craft items</li> <li>identify simple pattern rules such as over-under-over,</li> <li>repeat sound patterns such as clap-snap-clap</li> <li>show patterns using concrete items such as flower, stick and leaf patterns</li> <li>know the local system of grouping objects using patterns</li> <li>solving simple number patterns</li> <li>play games using patterns</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>make simple patterns</li> <li>draw local patterns</li> <li>create own patterns</li> <li>copy and create patterns involving turning and sliding a shape</li> <li>explore various patterns used in the community or classrooms such as walls, doors and window frames</li> </ul>	<ul style="list-style-type: none"> <li>use simple rules and language such as 'over and over', 'repeat', 'again' to describe patterns</li> <li>draw traditional designs</li> <li>weave or draw patterns</li> <li>create own patterns</li> </ul>	<ul style="list-style-type: none"> <li>identify patterns in music and dance</li> <li>recognise and complete simple number patterns</li> <li>make up representations of a repeating or counting number pattern</li> <li>use common colours to make patterns</li> </ul>





Strand: Chance		Substrand: Chance and information	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<p><b>P.5.1</b> Identify events that always happen regularly in the community</p>	<p><b>1.5.1</b> Identify and describe events that sometimes happen in the community and the environment</p>	<p><b>2.5.1</b> Make guesses about events that will happen, may happen or will never happen</p>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• use words and expressions to describe different levels of certainty</li> <li>• recognise events that are sure to happen</li> <li>• know signs that show when events are going to happen</li> </ul>	<ul style="list-style-type: none"> <li>• use vernacular expressions for events that sometimes happen in the community and the environment</li> <li>• know that things do happen sometimes without signs and warnings</li> </ul>	<ul style="list-style-type: none"> <li>• make predictions related to events that may happen or may never happen</li> <li>• use vernacular words to describe when events are a certainty</li> <li>• use vernacular words to describe uncertainty when events may not happen</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• use language such as 'will happen'</li> <li>• use words and expressions to describe activities or events that often happen in the community</li> <li>• identify routines such as getting up, going to bed, eating and washing</li> <li>• identify daily cycles such as 'the sun comes up and goes down,' 'tides come in and go out'</li> <li>• identify rainy and dry season</li> </ul>	<ul style="list-style-type: none"> <li>• draw and talk about events that sometimes happen in the community and the local environment</li> <li>• use vernacular words to identify and describe things that sometimes happen in the community</li> <li>• identify events such as when it is going to rain, when people are going out to catch fish, when fruit is going to be picked, whether the day is going to be clear, when yam is planted and harvested</li> </ul>	<ul style="list-style-type: none"> <li>• identify and talk about events that may happen, for example, landslides, volcanic eruption, river flooding, high tides</li> <li>• discuss events that might happen, for example, it will rain, it is going to be windy, wet clothes will dry quickly if the wind is strong, the motor will start</li> <li>• draw pictures showing certain events and activities and the never-happening events and activities and label them accordingly</li> <li>• ordering events from least likely to most likely</li> </ul>



# Language

Strand: Speaking and listening		Substrand: Production	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<p><b>P.1.1</b> Communicate with peers and known adults on familiar topics</p>	<p><b>1.1.1</b> Communicate with people from the school community on familiar and introduced topics</p>	<p><b>2.1.1</b> Communicate with people from the community for a range of purpose</p>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• real-life experience such as stories about themselves, peers, their family members and other known adults</li> <li>• current issues and happenings such as weekend games and singing from the community</li> <li>• stories about community celebrations such as weddings, feasts and initiations</li> <li>• stories and information about animals found in their community</li> <li>• legends from their community</li> <li>• stories about land animals, water animals, plants, birds, bush, mountains and rivers</li> <li>• common rhymes, jingles, chants and poems used in the community</li> <li>• role-play and dramas</li> </ul>	<ul style="list-style-type: none"> <li>• current events and stories about happenings such as sports events and celebrations in the community</li> <li>• know that stories told or read aloud have messages to learn from</li> <li>• know some common jokes and riddles and why people tell them</li> <li>• experience stories about themselves, their family members and friends</li> <li>• identify reasons why people express feelings, needs and wants, likes and dislikes</li> <li>• know how to use role-play</li> <li>• recognise that news heard on radio or seen on television affects the people in the community</li> <li>• recognise oral situations at school such as morning news, school assembly,</li> </ul>	<p>group work and teacher talk</p> <ul style="list-style-type: none"> <li>• know about current events and happenings from the community that have affected them</li> <li>• know when to contribute ideas in class, group discussions and in meetings</li> <li>• know when to listen and when to talk</li> <li>• recognise that own personal experiences are worth talking about</li> <li>• recognise when it is appropriate to offer one's own point of view in discussions and meetings</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• speak to peers, teacher and other adults such as parents or other teachers in the school on familiar topics from the community</li> <li>• take part in role-play which requires them to adapt their speech to suit different audiences and purposes</li> <li>• retell stories and events heard or told to whole class, small groups and peers</li> <li>• tell stories of their own to peers</li> <li>• listen to stories told or read to them by teacher and peers and respond to the characters and story</li> <li>• develop listening skills through a variety of activities such as listening to class news and following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• present reports on issues and happenings in the community such as sports events and celebrations to class groups, small groups, peers and adults</li> <li>• retell main points in stories told or read aloud to them</li> <li>• take part in role-play and drama using body and face movements</li> <li>• listen to teacher, another adult and peers telling or reading stories</li> <li>• listen attentively and respond constructively to other points of view in group and class discussion</li> <li>• take part by contributing ideas in small group discussions</li> <li>• retell radio and television news to peers</li> <li>• offer explanations or put forward complaints which include one or two reasons to support an argument</li> <li>• prepare and present to class or small groups detailed account of a known topic</li> </ul>	<ul style="list-style-type: none"> <li>• present information reports on places and things such as 'What is Haus Tambaran?' or 'What animals are seen at night?' and 'What animals are seen in the daytime?'</li> <li>• present a strong point of view to peers in a group and offer some considered reasons or arguments</li> <li>• role-play and dramatise to experiment with a variety of techniques such as body and face movements, tone and emphasis</li> <li>• discuss with peers and in big groups events that take place in their communities</li> <li>• initiate and maintain conversation with an unfamiliar audience</li> <li>• show willingness to talk with an unfamiliar audience</li> <li>• discuss ideas and interact with others willingly</li> <li>• listen and respond to short presentations or arguments that offer alternative viewpoints on a familiar issue</li> </ul>



Strand: Speaking and Listening		Substrand: Production	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	No outcome at this grade	No outcome at this grade	<b>2.1.2</b> Respond to basic English instructions and messages
<b>Recommended knowledge</b>			<ul style="list-style-type: none"> <li>understand simple English questions, commands and instructions</li> </ul>
<b>Recommended skills and suggested activities</b>			<ul style="list-style-type: none"> <li>try to speak in English</li> <li>respond to basic English instructions and messages appropriately</li> <li>use verbal and non-verbal communication such as responding to questions by using gestures, nodding or giving one-word or two-word responses</li> </ul>



Strand: Speaking and Listening		Substrand: Skills and strategies	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.1.3</b> Use basic requirements of speaking and listening	<b>1.1.3</b> Apply speaking and listening skills in the classroom and community	<b>2.1.3</b> Use speaking and listening skills in a range of roles
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>recognise gestures used in the local community and how to respond to them</li> <li>use suitable words and ways of describing things such as objects, toys and pets</li> <li>know appropriate words that describe what they have seen and what they have done</li> <li>know how to ask questions and how to reply to questions</li> <li>know how to make requests and how to respond to them</li> <li>know that a change of pitch can affect the meaning of words</li> <li>be aware of language structures in own vernacular</li> <li>recognise words with similar beginnings and endings such as Tok Pisin 'mun' and English 'man'</li> <li>recognise words with similar beginnings but different endings such as 'mumu' and 'mama'</li> </ul>	<ul style="list-style-type: none"> <li>know different ways of describing objects, events and ideas</li> <li>know appropriate ways of talking to a group of people such as peers, using materials to assist understanding</li> <li>know that information and stories are told in sequence</li> <li>demonstrate how to respond to questions appropriately</li> <li>recognise how to rephrase sentences to make meaning easily understood</li> <li>understand that there are many ways of using words to clarify meaning</li> <li>understand and respond to non-verbal communication</li> <li>be aware that people tell jokes and riddles</li> <li>be aware that eye contact and hand movements can draw and hold listeners' attention</li> </ul>	<ul style="list-style-type: none"> <li>know how to carry out simple interviews to gather specific information</li> <li>understand the importance of rehearsing items before presenting them to the audience</li> <li>understand the purpose of eye contact, emphasis, timing, tone of voice, gesture and volume in speech</li> <li>know how to direct and control discussions during class meetings or small group meetings</li> <li>show willingness to speak to peers, teacher and other adults</li> <li>understand the role of emphasis and pause in speaking</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>use a variety of gestures that are commonly used in the community</li> <li>ask and answer questions such as who, what, where, when, why and how about different topics</li> <li>identify beginning and ending sounds in words</li> <li>use sufficient words to enable messages to be interpreted by others</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate aids and support material to help understanding when talking to the class</li> <li>ask and answer questions such as who, what, where, when, why and how about different topics</li> <li>rephrase things in their own words</li> <li>explain the meaning of some words</li> <li>make changes to existing texts</li> <li>work out main points in familiar texts</li> <li>have control over their voices when speaking</li> <li>explore the effect of changed intonation on the meaning of phrases and sentences</li> </ul>	<ul style="list-style-type: none"> <li>ask and answer questions such as who, what, where, when, why, how and what if about different topics</li> <li>prepare a set of questions for an interview seeking information from community members about an issue or topic</li> <li>rehearse and tell a story to peers and students in other grades using strategies that maintain listeners' attention</li> <li>contribute to decision making regarding class rules</li> <li>accept the views of other people and express their own relevant ideas and reasons</li> <li>participate in discussions intended to solve real or imaginary problems</li> <li>ask questions to clarify issues</li> <li>ask for help from others to solve problems</li> <li>initiate activities</li> <li>prepare and present oral reports on experiments, books read and personal experiences</li> </ul>



Strand: Speaking and Listening		Substrand: Skills and strategies	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	No outcome at this grade	No outcome at this grade	<b>2.1.4</b> Compare vernacular alphabet sounds with English alphabet sounds
<b>Recommended knowledge</b>			<ul style="list-style-type: none"> <li>• be aware that some English alphabet sounds are different from vernacular alphabet sounds</li> <li>• know some basic English rhymes, songs and finger plays</li> </ul>
<b>Recommended skills and suggested activities</b>			<ul style="list-style-type: none"> <li>• repeat English letter sounds</li> <li>• follow and give basic English instructions</li> </ul>





Strand: Speaking and listening		Substrand: Context and text	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.1.5</b> Identify different oral contexts and situations	<b>1.1.5</b> Adapt spoken vernacular to suit different day-to-day situations	<b>2.1.5</b> Use a variety of oral texts spontaneously and appropriately
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>know that people use language in different ways in school such as at assembly, a parents' meeting or classroom discussions</li> <li>understand the difference between a question and a statement</li> <li>understand that people use oral communication for different purposes such as role-play and drama, guest speakers, group discussions and community activities</li> </ul>	<ul style="list-style-type: none"> <li>know how to adapt messages from friends to suit a different audience</li> <li>recognise different ways of using spoken language to communicate face to face, to a crowd, on the radio and by phone</li> <li>realise that different interpretations of oral messages are possible</li> <li>know how to greet different people differently for example, greeting a teacher, community elder, pastor and peers</li> <li>know how spoken language is used differently in a variety of situations such as the playground, home, classroom, the marketplace and in church services</li> </ul>	<ul style="list-style-type: none"> <li>know that role-play can be used to create or show real or imagined situations and characters</li> <li>use various kinds of language, body gestures and facial expressions to help listeners' understanding</li> <li>know that gestures and body language are appropriate in some contexts and not in others</li> <li>realise that body language can have an effect on others</li> <li>understand the difference between informal and formal language such as language used in the playground and at school assembly</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>talk to teacher, peers and whole class about topics of personal interest and school-related topics</li> <li>present information to peers using pictures, drawings and models</li> <li>show a willingness to share and talk about stories and other general discussions</li> </ul>	<ul style="list-style-type: none"> <li>identify purpose for listening such as listening for pleasure, to plan action or follow directions</li> <li>greet other teachers appropriately and convey messages to them</li> <li>compare different ways of using spoken language</li> </ul>	<ul style="list-style-type: none"> <li>select and use different types of oral texts for different purposes and explain why they used that type of language</li> <li>use role-play to illustrate formal and informal settings such as talking with peers and friends and listening to a community member give a talk</li> </ul>





Strand: Speaking and listening		Substrand: Context and text	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	No outcome at this grade	No outcome at this grade	<b>2.1.6</b> Say English words and phrases in context to suit the situation
<b>Recommended knowledge</b>			<ul style="list-style-type: none"> <li>• know when to use simple English greetings such as 'good morning', 'good afternoon', 'good night', 'hello' and 'goodbye'</li> <li>• know English names of the days of the week</li> <li>• know that numbers such as one, two, three, four, five are international numbers</li> <li>• know English names of common food such as pawpaw, banana, pumpkin, sugar and biscuits</li> <li>• know the names of colours</li> <li>• know names of common shapes such as square, circle and triangle</li> </ul>
<b>Recommended skills and suggested activities</b>			<ul style="list-style-type: none"> <li>• use a variety of greetings, and farewells</li> </ul>



Strand: Reading		Substrand: Producton	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.2.1</b> Read and understand short predictable texts	<b>1.2.1</b> Read and respond to a range of texts	<b>2.2.1</b> Read independently using own knowledge and experiences
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• be aware that pictures and print communicate messages</li> <li>• understand simple stories which are read aloud</li> <li>• be aware that the cover of a book usually indicates what the book is about</li> <li>• understand short instructional texts that show how to do or make something</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and interpret print such as on signs, posters, notices and advertisements in the environment</li> <li>• be aware that writing is language with meaning that can be read aloud</li> <li>• understand that texts are written by people and represent real and imaginary experiences</li> </ul>	<ul style="list-style-type: none"> <li>• be aware that signs and notices seen in the community give messages to the reader</li> <li>• begin to read different types of texts:                             <ul style="list-style-type: none"> <li>– narratives such as myths and stories</li> <li>– procedures such as recipes and instructions</li> <li>– recounts such as retelling of personal experiences</li> <li>– reports such as simple science or community reports</li> </ul> </li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• join in shared-reading activities such as read along with the teacher and peers from big books, discuss the pictures, retell the story and change the names of characters</li> <li>• tell stories about pictures on different topics</li> <li>• point out details in pictures that help reading and understanding</li> <li>• recognise that there is a link between the words on the page and what is read aloud</li> <li>• differentiate print from drawing</li> <li>• name favourite characters and talk about them to peers</li> <li>• request favourite stories to be read</li> <li>• begin to read print and not only pictures</li> </ul>	<ul style="list-style-type: none"> <li>• share impressions about different texts with peers and the teacher</li> <li>• describe reactions to texts with peers</li> <li>• read a variety of information texts</li> <li>• read aloud to teacher and peers</li> <li>• read own written texts to peers</li> <li>• read labels, charts, big books and displays in the classroom and environment</li> <li>• retell information gained from texts</li> <li>• give reasons why things are happening in stories</li> <li>• give reasons for feelings shown in pictures, drawings and photographs</li> </ul>	<ul style="list-style-type: none"> <li>• read rules and instructions such as school rules and interpret them for others to understand</li> <li>• make connections between own knowledge and experience and information in the text</li> <li>• read descriptions of familiar people and places</li> <li>• make predictions and express opinions about characters and their actions, qualities and characteristics and describe how these things relate to their own experiences and behaviour</li> </ul>



Strand: Reading		Substrand: Skills and strategies	
Grades	Elementary Prep	Elementary 1	Elementary 2
<b>Learning outcomes</b>	<b>P.2.2</b> Develop strategies to read and understand short predictable texts	<b>1.2.2</b> Use a range of strategies to understand print and picture texts	<b>2.2.2</b> Select and apply a variety of strategies to interpret print and picture texts
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• show awareness that pictures help us to understand texts</li> <li>• understand that pages of a story are in order</li> <li>• understand that reading is from left to right and from top to bottom</li> <li>• know that a story has a beginning and an end</li> <li>• know that letters stand for sounds, words are made up of letters and sentences are made up of words</li> <li>• know that words are separated by spaces</li> <li>• show understanding that print is in chunks: words and sentences and that they have meanings</li> <li>• be aware that readers gain information from print materials</li> </ul>	<ul style="list-style-type: none"> <li>• understand that events and pictures in stories are organised in sequence</li> <li>• know that a book has different parts such as the cover page, title page and table of contents</li> <li>• know that the person who writes the book is called the author and the person who does the drawings is the illustrator</li> <li>• understand that there are books for entertainment such as story or picture books and magazines</li> <li>• understand that there are information texts such as newspapers and other non-fiction books</li> <li>• know that punctuation such as commas and full stops are an aid to reading and understanding</li> <li>• be aware that there are direct and hidden messages in texts</li> <li>• know that they can use picture clues, letter-sound clues and other context clues to help reading and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• understand that stories, instructions in books and information texts have main ideas and messages for readers</li> <li>• be aware that making guesses or predictions about things read in stories makes reading fun and interesting</li> <li>• see how events in stories relate to each other</li> <li>• locate specific information from texts</li> <li>• understand the purposes for reading such as for enjoyment or to find something out or to follow instructions</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• use pictures to predict and tell stories in their own words</li> <li>• turn book pages from left to right</li> <li>• use context clues to predict meaning in written texts</li> <li>• demonstrate reading behaviour such as holding books, turning pages, looking at pictures and pointing to words</li> <li>• use picture clues to work out the main idea in texts</li> <li>• identify capital letters, full stops and question marks in texts</li> <li>• try to self-correct when reading by pausing and repeating words or phrases to be sure that the reading makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• predict what a text will be about by using the title of the text, illustrations and background information</li> <li>• recognise words they have previously read</li> <li>• talk about beginning and ending of stories</li> <li>• talk about words and phrases that describe characters in texts</li> <li>• talk about words and phrases that tell when, where and why</li> <li>• compare characters and situations from books with their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• use headings and subheadings to locate information in instructional and information texts</li> <li>• interpret an author's or character's intentions in stories and justify them</li> <li>• read silently</li> <li>• respond with appropriate tone of voice, punctuation marks and direct speech when reading aloud</li> <li>• apply specific purposes such as reading carefully when following instructions, reading silently and rehearsing reading before reading to an audience</li> <li>• talk about characters from books, their actions and qualities</li> </ul>