

The Arts

Learning Outcomes — Dance

DA F1	<ul style="list-style-type: none"> Students make movement responses to language and music cues Students demonstrate an awareness of large and small movements. Students create movements in response to various stimuli such as music, emotions and events. Students choose appropriate props for the kinds of dance in which they may participate.
DA F2	<ul style="list-style-type: none"> Students explore and demonstrate their feelings through body language or facial expressions when dancing. Students demonstrate basic body control skills when dancing. Students demonstrate movements patterns with contrasting movements qualities. Students move freely around people and obstacles
DA F3	<ul style="list-style-type: none"> Students demonstrate a willingness to participate in dance activities by initiating a positive response.. Students identify movements they recognise such as jump, roll, swing. Students identify places where they have experienced dance. Students express how they felt when they danced by using facial expressions, signing or verbal responses.

Learning Outcomes — Drama

DR F1	<ul style="list-style-type: none"> Students take on a familiar or lifelike roles facilitated by the teacher. Students initiate familiar or lifelike roles. Students take on roles in response to props or costumes. Students enact familiar stories or events
DR F2	<ul style="list-style-type: none"> Students interact with teacher/carer/peers while in role. Students communicate ideas and feelings to others while in role. Students demonstrate a willingness to play out roles in front of others Students show an awareness of audience
DR F3	<ul style="list-style-type: none"> Students participate as an audience. Students communicate ideas and feelings about the drama experience. Students react to drama experiences. Students show awareness of when they are operating within make believe and when they are not.

Learning Outcomes — Visual Arts

VA F1	<ul style="list-style-type: none"> Students make images and objects that express their sensory awareness. Students play and experiment with wet and dry materials such as paint, ink, clay and charcoal to make images and objects. Students make objects that can be seen from all angles.
VA F2	<ul style="list-style-type: none"> Students share their images and objects with peers, teachers and careers. Students place objects in a space for others to experience Students choose images they have found or made
VA F3	<ul style="list-style-type: none"> Students identify images and objects they like and dislike. Students identify and respond to images and objects they experience. Students identify places where they have experienced displays and exhibitions

Learning Outcomes — Music

MU F1	<ul style="list-style-type: none"> Students communicate a response to intentionally produced sound Students express a response to music through movement or sound. Students make choices about sounds and organise them to make music.
MU F2	<ul style="list-style-type: none"> Students make intentional sounds with various sound sources, including voice and body. Students make intentional sounds in response to a variety of sensory inputs such as touch smell, colour and movement. Students participate in music-making activities.
MU F3	<ul style="list-style-type: none"> Students create a musical pattern using a range of musical instruments Students make choices about sounds and organise them to make music. Students recognise rhyming and melodic patterns

Studies of Society and Environment

Learning Outcomes — Time, Continuity and change	
TCC F.1	<ul style="list-style-type: none"> Students can discuss evidence they bring from their home/family/school. Students Identify photographs of themselves at different ages. Students compare people at baby, child and adult stages of life. Students compare representations of environments at different times.
TCC F.2	<ul style="list-style-type: none"> Students make collages of familiar natural environments. Students sequence photographs of the construction of a familiar object. Students develop skills for a particular/specific/new responsibility. Students follow routines and procedures. Students match clothing according to weather changes.
TCC F.3	<ul style="list-style-type: none"> Students contribute to a story about a familiar person. Students respond to teachers instructions in a variety of environments Students recognise significant adults in their learning environment. Students assist others in a task.
TCC F.4	<ul style="list-style-type: none"> Students indicate a piece of playground equipment they would like to use at that moment. Students cross the road safely. Students modify dress according to changing weather conditions. Students communicate how/why they are feeling in a particular way. Students communicate why they or another person has done something
TCC F.5	<ul style="list-style-type: none"> Students sort unfamiliar objects into old and new. Students choose a particular food for a family celebration. Students draw places that are special to them. Students choose things what is special to them. Students share what is special to them.

Learning Outcomes — Place and Space	
PS F1	<ul style="list-style-type: none"> Students indicate a knowledge of the environment they are in. Students sort pictures of familiar places into categories. Students respond to different environmental conditions (dress appropriately, choose relevant play activities). Students match activities to particular areas of the school.
PS F.2	<ul style="list-style-type: none"> Students make a representations of an element of the natural environment. Students match elements of the natural environment with associated processes. Students respond to natural processes
PS F.3	<ul style="list-style-type: none"> Students care for animals or plants. Students identify those who care for them. Students practise identified co operative behaviours with caregivers. Students ask to help satisfy their needs.
PS F.4	<ul style="list-style-type: none"> Students create a representation of their favourite place. Students identify an appropriate shop for goods and services. Students contribute to a class collage of a place they enjoyed visiting. Students explain/demonstrate how to reach a particular part of the school.
PS F.5	<ul style="list-style-type: none"> Students collect artefacts associated with a place they enjoy. Students care for a favourite place. Students communicate feelings associated with places where they do not feel comfortable. Students describe feelings associate with a special place. Students choose places to be in and what to do in that place

Studies of Society and Environment

Learning Outcomes — Cultural Identity	
CI F.1	<ul style="list-style-type: none"> Students draw a picture of their family. Students represent information about a variety of cultures Students observe food from a range of cultures (5 Senses).
CI F.2	<ul style="list-style-type: none"> Students identify familiar adults as men or women. Students classify familiar people according to age and/or work roles. Students make representations of familiar people. Students role play protective behaviours for various situations
CI F.3	<ul style="list-style-type: none"> Students represent people with whom they interact in particular places. Students contribute to food-making activities. Students identify particular assistance when it is required.
CI F.4	<ul style="list-style-type: none"> Students Celebrate a peer's birthday. Students follow directions to create artefacts for celebrations. Students follow directions for a particular personal routine Students carry out appropriate routines to meet their needs
CI F.5	<ul style="list-style-type: none"> Students identify photographs of themselves at particular stages of their life. Students match photographs of significant adults/peers to the real person. Students identify a range of their own physical characteristics Students share favourite things. Students make personal choices.

Learning Outcomes — Systems, Resources and Power	
SRP F.1	<ul style="list-style-type: none"> Students work together to create a collage of some elements of a natural environments. Students communicate where they may locate a drink. Students record observation of human activity in natural places. Students describe natural materials used in buildings
SRP F.2	<ul style="list-style-type: none"> Students practise identified behaviours in a food outlet. Students use money in a real-life and lifelike situations. Students practise routines associated with travelling on public transport. Students identify various shops/workers/services in the local community
SRP F.3	<ul style="list-style-type: none"> Students follow safety directions when travelling by school bus. Students contribute to a collage of sports or hobbies they enjoy with others. Students identify share toys/equipment/people/places with others. Students identify behaviours appropriate for an upcoming excursion.
SRP F.4	<ul style="list-style-type: none"> Students communicate personal preferences in ways that do not impose on others. Students recognise their peers communicate in different ways. Students practise identified cooperative behaviours with peers/authority figures. Students identify people in authority
SRP F.5	<ul style="list-style-type: none"> Students identify people who assist them. Students identify shops that sell particular items Students match resources to the place in which they might be found. Students choose and access toys/games/equipment that they want to use.

Health and Physical Education

Learning Outcomes — Promoting the Health of Individuals and Communities

F.1	<ul style="list-style-type: none"> Students demonstrate independence in eating and drinking Students demonstrate personal hygiene practices
F.2	<ul style="list-style-type: none"> Students communicate the need for food and drink. Students demonstrate hygiene practices associated with food. Students identify a range of foods that support their health needs.
F.3	<ul style="list-style-type: none"> Students stay with a carer/groups when on outings Students demonstrate actions that promote their personal safety. Students demonstrate actions to ensure personal safety and the safety of others when using equipment.
F.4	<ul style="list-style-type: none"> Students recognise familiar health care workers. Students seek assistance when hurt or sick. Students identify familiar people and products that contribute to their health needs.
F.5	<ul style="list-style-type: none"> Students identify environments they like or dislike. Students identify different environments as areas for play, work or living. Students demonstrate an awareness of different environments that affect their health.

Learning Outcomes — Developing Concepts and Skills for Physical Activity

F.1	<ul style="list-style-type: none"> Students move freely and safely around people and obstacles. Students demonstrate rhythmic movements in response to music and other stimuli. Students demonstrate basic body control skills while participating in physical activity,
F.2	<ul style="list-style-type: none"> Students demonstrate fine motor skills by holding and releasing objects. Students demonstrate bilateral skills by carrying objects with two hands. Students demonstrate fine and gross motor skills to manipulate objects.
F.3	<ul style="list-style-type: none"> Students participate appropriately in a range of physical activities for pleasure. Students demonstrate physical activities that are essential for their health and fitness. Students describe physical activities that promote their health.
F.4	<ul style="list-style-type: none"> Students identify games or sports they like or dislike. Students recognise play equipment used in familiar activities. Students identify their favourite game or sport and communicate their feelings about physical activity

Learning Outcomes — Enhancing Personal Development

F.1	<ul style="list-style-type: none"> Students demonstrate an awareness of self by responding to different stimuli. Students communicate their own name and physical features. Students identify personal possessions.
F.2	<ul style="list-style-type: none"> Students identify other members of their family, class or group. Students identify their relationships to family members. Students identify and interact with significant people in their lives.
F.3	<ul style="list-style-type: none"> Students develop an awareness of different body parts. Students develop an awareness of the different stages of the life span. Students describe changes associated with growing up.
F.4	<ul style="list-style-type: none"> Students respond to communication and guidance from others. Students follow instructions independently. Students demonstrate appropriate communication skills and co-operation behaviours when interacting with significant others.

English

Learning Outcomes — Writing and Shaping

WS F.1	<ul style="list-style-type: none"> Students are developing an understanding of how to interpret and construct simple text by using signs, symbols or words when communicating with others. 		
Cultural Strand	Operational Strand	Critical Strand	
<ul style="list-style-type: none"> Students recount personal experiences by selecting and sequencing visual or tactile images Assign a message to their own symbols or to conventional symbols that are written or tactile. 	<ul style="list-style-type: none"> Students choose a picture or symbol, in visual or tactile form, to depict an object, action or feeling Write some familiar letters and approximations of letters Sequence visual or tactile pictures and symbols to construct a 	<ul style="list-style-type: none"> Students select visual or tactile resources that they think best represents their response to a situation or experience. 	

Learning Outcomes — Speaking and Listening

SL F.1	<ul style="list-style-type: none"> Students are developing an understanding of how to interpret and construct simple texts by using signs, symbols or words when communicating. 		
Cultural Strand	Operational Strand	Critical Strand	
<ul style="list-style-type: none"> Students consistently indicate a preference by responding to an offered choice Recount the main parts of a personal experience using their own method of communication Attend to the person with whom they are communicating. 	<ul style="list-style-type: none"> Students use and respond to volume and tone of a voice, facial expressions and/or body language Use an appropriate sign, symbol or word to represent an object, action or feeling, or to communicate a need or want. Use simple word-order patterns in their own communication mode to convey meaning. 	<ul style="list-style-type: none"> Students can change their own volume and tone of voice and facial expressions and/or body language to create an effect. 	

Learning Outcomes — Reading and Viewing

RVF. 1	<ul style="list-style-type: none"> Students are developing an understanding of how to interpret and construct simple texts by using signs, symbols or words when communicating with others. 		
Cultural Strand	Operational Strand	Critical Strand	
<ul style="list-style-type: none"> Students follow a simple sequence of visual and/or tactile directions Attend and respond to main characters and some key events in a story they have viewed. Recognise self and familiar people and places in visual or tactile images. 	<ul style="list-style-type: none"> Use word shape, tactile symbols, initial letter or colour to recognise environmental print in familiar contexts. Use initial letter and word shape, in visual or tactile form, to recognise their first name when written. Distinguish written or tactile words from visual or tactile images. 	<ul style="list-style-type: none"> Students identify similarities between visual representations of people, places and things, and familiar people, places and things. 	

Technology

Learning Outcomes — Technology Practice	
TP F.1	<ul style="list-style-type: none">Students Observe and identify the purpose of a specific product or device
TP F.2	<ul style="list-style-type: none">Students indicate a preference for a range of options to meet a need or want.
TP F.3	<ul style="list-style-type: none">Students Follow directions safely for a specific purpose.
TP F.4	<ul style="list-style-type: none">Students Express their likes and dislikes about products they have helped make.

Learning Outcomes — Information	
I F.1	<ul style="list-style-type: none">Students react to stimuli in their environment in various ways.
I F.2	<ul style="list-style-type: none">Students use sound, visual or concrete representations to present information

Learning Outcomes — Materials	
M F.1	<ul style="list-style-type: none">Students sort materials, with or without facilitation, according to differences in characteristics.
I F.2	<ul style="list-style-type: none">Students choose suitable materials and equipment for a familiar task, with or without facilitation.

Learning Outcomes — Systems	
S F.1	<ul style="list-style-type: none">Students use simple routines for familiar purposes.
I F.2	<ul style="list-style-type: none">Students indicate their understanding of cause-effect relationships through the use of simple routines.

Science

Learning Outcomes — Science and Society

SS F.1	Students are developing an understanding of the ways that science affects aspects of their lives. They are developing an intuitive understanding of some common natural phenomena's.
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Learning Outcomes — Earth and Beyond

EB F.1	Students are developing an understanding of the features of the Earth and sky. They are developing an understanding of their immediate non living environment and uses made of it.
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Learning Outcomes — Energy and Change

EC F.1	Students are developing an understanding of the features of the ways that things move and behave and can communicate some of these ideas.
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Learning Outcomes — Life and Living

LL F.1	Students are developing an understanding that some things are living and some things are non living, and can use observable features to communicate the difference.
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Learning Outcomes — Natural and Processed Materials

NPM F.1	Students are developing and can communicate and understanding that familiar materials have different properties and particular uses, and that the properties of materials may change.
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