



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria - Vlada – Government

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

SUBJECT CURRICULA/SYLLABUSES

Preparatory Grade

Prishtina, 2018



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria - Vlada – Government
Ministry of Education, Science and Technology

Cabinet of the Minister

No. 320/01B
Date: 13/04/2018

The Minister of Education, Science and Technology (MEST), pursuant to Articles 4, 21, 22 of Law No. 03/L-189 on State Administration of the Republic of Kosovo (Official Gazette No. 82, 21 October 2010), Article 5 of Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, and based on Article 8, paragraph 1.4 and Annex 6 of Regulation No. 02/2011 on Areas of Administrative Responsibility of the Office of the Prime Minister and the Ministries (22.03.2011), renders the following:

DECISION

1. The revised subject curricula for the preparatory grades shall apply to the pre-university in the Republic of Kosovo.
2. This Decision should apply to all schools and preschool institutions – preparatory grades of the Republic of Kosovo.
3. Decision Ref.No. 160/01B dated 03 August 2017 shall be repelled upon the entry into force of this Decision.
4. This Decision shall enter into force upon its signing.

Reasoning

The Decision is served on:

1. Secretary General, MEST);
2. Department of Pre-University Education Development, MEST;
3. Department of Pre-University Education Policies, MEST;
4. Department of Education Inspection, MEST;
5. National Council for Pre-University Education, MEST;
6. National Council for Licencing of Teachers, MEST;
7. Division of Professional Development of Teachers, MEST;
8. Division of Curricula and School Textbooks, MESTI;
9. All Municipal Educaiton Directoratesl
10. Archive, MEST.

CONTENT

Introduction 5

Lesson plan 6

1. CURRICULUM AREA: LANGUAGES AND COMMUNICATION 7

Subject curricula/syllabuses

1.1. Albanian Language 8

1.2. English Language 14

2. CURRICULUM AREA: ARTS 28

Subject curricula/syllabuses

2.1. Figurative Education 29

2.2. Musical Education 36

3. CURRICULUM AREA: MATHEMATICS 44

Subject curriculum/syllabus

3.1. Mathematics 45

4. CURRICULUM AREA: NATURAL SCIENCES 54

Subject curriculum/syllabus

4.1. Human and Nature 55

5. CURRICULUM AREA: SOCIETY AND ENVIRONMENT 62

Subject curriculum/syllabus

5.1. Society and Environment 63

6. CURRICULUM AREA: PHYSICAL EDUCATION, SPORTS AND HEALTH 70

Subject curriculum/syllabus

6.1. Physical Education, Sports and Health 71

7. CURRICULUM AREA: LIFE AND WORK 79

Subject curriculum/syllabus

7.1. Skills for Life 80

Introduction

Children aged 5-6 years are included in the preparatory grade. Some children of this age attend classes in preschool institutions and some in schools. In both institutions, educators must work with the subject curricula/syllabuses prepared by MASHT. Children in the preparatory grade are assisted to create educational experiences for familiarization/adaptation in a systematic form of learning through a play-activity-learning method. For this age, children should be assisted to develop the fundamentals of learning, which represent the basic elements of reading, writing and activities with numbers, the skills of social and civic habits, but also the understanding of their rights, obligations and responsibilities that will help them increase their readiness for primary education and life.

The subject curricula/syllabus are designed for seven curricular areas, namely for the subjects arising from these areas, Languages and Communication, Arts, Mathematics, Natural Sciences, Society and Environment, Life and Work, Physical Education, Sports and Health. Unlike other curriculum areas, the Languages and Communication area consists of the mother tongue and the first foreign language (English). The first foreign language (English) can be learned or be optional from this age (however, MESTI has prepared the program), this will be decided jointly by the institution where children are studying and the educators and parents. Also, for the area of Arts, MEST has issued a program for the subjects of Figurative Education and Music Education, wherein an educator must deliver both subjects. While the Life and Work area is realized through the Life Skills course and the Natural Sciences area through the Man and Nature course.

Children of this age have 18 hours of lessons per week. The educator has complete autonomy in organizing these classes. The children need to go through all the curriculum areas during the week, namely the subjects, including learning.

The educator should make the teaching integrated, through activities in the form of games, connecting it with the daily activity and life of the children in order to understand correctly their relationship with the natural environment and with the environment created by humans. All curriculum areas/syllabuses must be taught in an integrated manner in order to avoid the fragmentation of teaching in separate subject hours such as mathematics, Albanian language or other subjects. They should jointly contribute to children developing the competencies that are defined in the first curriculum level.

Lesson plan

Curriculum areas	Subjects	Level I				Level II			
		Prep. grade	Grade I	Grade II	Total	Grade III	Grade IV	Grade V	Total
Languages and Communication	Native Language English Language Albanian Language for non-Albanian communities	During a week, students develop content from all areas	8	8	16	8	8	8	24
Arts	Figurative Education Musical Education		2	2	4	2	2	2	6
Mathematics	Mathematics		5	5	10	5	5	5	15
Natural Sciences	Human and Nature		1	1	2	2	2	2	6
Society and Environment	Society and Environment		1	1	2	2	2	2	6
Physical Education, Sports and Health	Physical Education, Sports And Health		2	2	4	2	2	2	6
Life and Work	Skills for Life		1	1	2	1	1	1	3
Optional part			1	1	2	1	2	2	5
Total – Hours per week			18	21	21	42	23	24	24
Extracurricular activities									

CURRICULUM AREA: LANGUAGES AND COMMUNICATION

Subject curricula/syllabuses

Albanian Language

English Language

Subject curriculum/syllabus

Albanian Language

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

The preparatory grade is a grade during which children get to know the school premises. Students in this class acquire and develop the basic elements of communication skills (listening, speaking, reading and writing) through integrated learning of subject areas. This grade helps students prepare to enter the learning process.

In this grade, with the help of the educator/teacher, children manage to organize their thoughts about different events and situations and present them orally, through drawings, songs and games. The program contents enable them to systematically create listening and expressing habits, as well as to use the acquired skills in different situations during the learning process and outside the school premises.

Purpose

The purpose of learning the Albanian Language in the preparatory grade is to develop the communication skills to speak as well as to socialize with the school environment. In this grade, children take the first steps towards establishing their individuality.

Topics and outcomes

Children in the Preparatory Grade must achieve the subject learning outcomes (SLO), from the topics, set out in the table below, the topics have emerged from the concepts and area learning outcomes (ALO), Languages and Communication for the first level of Curriculum (L1), which you can see in the Core Curriculum for Preparatory Grade and Primary Education.

Communication skills

Listening and speaking

Reading

Writing (All topics are realized through communication skills.)

Topics and learning outcomes

Concepts	Topics	Subject Learning Outcomes (SLO) by topic
Literary and non-literary texts Language system (phonetics, morphology, syntax, lexicon spelling)	Stories Fairy tales Tales Puzzles Poetry,	<ul style="list-style-type: none"> • Focused on listening and talking to understand the information, advice, event, the story, fairy tale, tale etc. • Read and interpret illustrations, photographs, figures and objects with simple words and sentences; • Listen and understand simple messages from others; • Pronounce the sounds correctly, vowels and consonants during expression;
	Sounds Letters Syllable: Words Sentence	

		<ul style="list-style-type: none">• Pronounce the words correctly when reciting verses;• Pronounce the word syllable correctly;• Use words and sentences to express feelings, wishes and requests;• Exchange ideas with others for different things they are interested such as photography, illustrations, figures, toys;• Ask questions and answer to various topics by simple words or sentences;• Speak, paraphrase, retell and recite;• Draw and model according to models with different materials and name them in words and tells them to others what he/she wanted to present through drawings, figures, etc.;• Play role-playing games according to the models
--	--	---

		<p>using different words and expressions;</p> <ul style="list-style-type: none"> • Identify the communication and technology means, and with the assistance of adults use them; • Talk about the danger from different natural phenomena and those driven by a human; • Talk about family and relatives living abroad; • Draw nature and describe by words and expressions what they have shown in the drawing.
--	--	---

Methodological guidelines

The teaching methodology is of particular importance for children in this grade, the teaching must be carried out through the integrated learning of the topics defined in certain subject programs, which enables the achievement of the results for this grade and the development of the main competencies foreseen in NQF.

During the implementation of the teaching process, an educator/teacher must take into account the use of the most effective strategies, techniques and forms, which enable effective learning. She/he should be a role model for children in how to use language skills and her/his attention should be focused on achieving the learning outcomes for this grade. Teaching and learning should be done through games and creative activities.

Guidelines for the implementation of cross-curricular issues

The Albanian Language is a means of communication for all subjects, in this grade, there is a direct link with all subjects in the curriculum areas such as figurative education, music education, etc. Topics from these subjects influence the development of communication skills, cultural formation and the initiation of independent individuality. Through various cross-curricular topics in the language, children are expected to achieve results for education and sustainable development, media literacy and diaspora education. Topics can be chosen by the educator, depending on their importance (from television, illustrated magazines, newspapers, books or from the community) etc.

Assessment guidelines

The assessment is done in order to verify to what extent the children have mastered the learning outcomes, to identify their advantages and difficulties and to help them to improve. An educator/teacher must continuously evaluate the knowledge and skills that the children have acquired. Special emphasis during assessment should be given to oral expression, drawing, singing and playing.

Instructions for learning materials and resources

An educator/teacher may use all resources, tools and teaching materials, which help children to achieve the subject results for this grade as well as the achievement of the results of the first curricular level competencies (L1). An educator/teacher may develop creative learning materials in order to develop skills for achieving learning outcomes for this grade.

Subject curriculum/syllabus

English Language

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and ruled/governed symbol systems, language is a social and uniquely human way of representing, exploring, and communicating meaning. Language is essential for forming interpersonal relationships, understanding social situations, extending experiences, and reflecting on thoughts and actions. Language is the primary basis of all communication and the primary instrument of thought. Hence, children must be given the possibility to acquire the English language in their early stages of development.

English learning begins from the first stage and progresses through the final grade of upper secondary education. The first stage should aim towards increasing learners' interest in this language engagingly and attractively, simultaneously enabling learners to acquire simple English words, sentences and structures. Teachers should provide ample opportunities for learners to engage with the English language through games, songs, role-play, drawing and other hands-on activities. Although reading and writing of more complex structures begins in other stages of the Curriculum, the initial stage and grades should provide learners with opportunities

to trace, match, read and write simple English words, phrases and sentences, hence preparing them for more independent reading and writing.

The program English Language will emphasize the importance of experiencing language in context. Learners' background knowledge, skills and attitudes will be used as means of developing communicating abilities. As the learners develop communication skills, they also increase their linguistic accuracy and develop language learning strategies.

Throughout their education, in the English language program learners will acquire various kinds of knowledge, skills and attitudes about:

- interpreting, expressing and negotiating meaning (communication).
- Sounds, written symbols, vocabulary, structure and discourse (language).
- Cognitive, socio-cognitive and meta-cognitive process (general language education).
- Patterns of ideas, behaviours, manifestations, cultural artefacts and symbols (culture).

Acquiring the language incorporates communication skills such as listening, speaking, reading, writing, viewing and showing. Learners develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, acquire and provide information, to express feelings and opinions. Knowledge of other cultures, connections to other disciplines, comparisons between language and cultures, and community interaction all contribute to and enhance the communicative language learning experience, but communication skills are the primary focus of language acquisition.

Goals

The purpose of teaching English from an early stage is to enable the learners to reach a working language competence after completion of upper secondary education for both further education and career. Learning English as a foreign language throughout their pre-university education will enable learners to develop the knowledge, skills, and attitudes they need to communicate in English, in a variety of school, travel, leisure and job-related contexts.

The overall approach during the initial years of English language learning experiences will be focusing on the non-analytical aspect (learning as communication through interaction without in-depth study of linguistic elements). As they advance in their language experience and competence, at later stages the focus will shift towards a more analytical approach, but always keeping a balance between the two.

In this grade, however, learners will be able to:

- Work with different materials, such as songs, role-play, poems, pictures, stories and so on, which provide ample exposure to the English language;
- **Identify** the presence of English (speaking) individuals and groups;
- **Listen** and **start** using simple words to identify things related to their immediate needs.
- **Participate** in various language experiences that will enable you to engage in situations dealing with:
 - school, people around us, animals, food.,
 - **understand** a series of simple oral statements in a controlled and structured manner context, and
 - **express** their ideas by identifying and naming various items.

Topical content and learning outcomes

Concept	Topics	Subject learning outcomes for topic
Literary and non-literary texts	Topic 1 Hello -greetings and introduction	<ul style="list-style-type: none"> - Listens and repeats the target language for basic greetings (hello, goodbye, hi); - Listens to short dialogues in which characters introduce and greet each other; - Listens and sings a greeting song; - Recognizes the greeting words used in dialogues, short clips and songs;
	Topic 2 My school - primary colours - my classroom - playing together	<ul style="list-style-type: none"> - Listens and sings songs introducing the primary colours; - Names the colours of the given objects; - Listens and repeats the words related to the classroom objects; - Listens and sings chants and rhymes introducing classroom objects; - Names the classroom objects which characters

		<p>present in a dialogue, short story or clip;</p> <ul style="list-style-type: none"> - Listens or watches dialogues, short stories or movie clips in which characters are playing together; - Discusses with peers and the teacher the games that he/she plays with friends;
	<p>Topic 3 Me and others - my face & body - my family - my friends - numbers 1 – 5</p>	<ul style="list-style-type: none"> - Listens and repeats the words related to face and body; - Chants and sings songs related to body parts; - Labels the body parts presented in dialogues, pictures, short stories or clips; - Listens and watches dialogues, short clips and stories in which characters present their family members and friends; - Listens and sings a song introducing family members; - Identifies family members through pictures or in dialogues, short stories and clips; - Mimes and guesses who the family members are; - Listens and sings songs introducing numbers 1-5; - Identifies numbers 1-5; - Counts items up to 5; - Listens and responds physically to a number of simple oral instructions related to the classroom such as sit down/stand up/ listen;
	<p>Topic 4 Me and my games - toys & games - actions - free time activities</p>	<ul style="list-style-type: none"> - Listens and repeats the vocabulary words related to toys; - Listens and sings a song introducing actions; - Predicts with what toys the characters will be playing before listening to or watching a dialogue, short story or video clip; - Mimes and guesses the actions (e.g. running, walking, dancing, etc.); - Discusses the free time activities that he/she likes doing with family and friends;
	<p>Topic 5 My pet - pets & animals - abilities - numbers 6 – 10</p>	<ul style="list-style-type: none"> - Listens to short dialogues introducing pets and animals; - Identifies pets and animals presented in pictures, dialogues, short stories or clips; - Listens and sings a song introducing abilities and things that one can do; - Listens and sings chants and songs introducing numbers 6 – 10; - Counts up to 10; - Distinguishes what each animal can do in a short dialogue, pictures or story;
	<p>Topic 6</p>	<ul style="list-style-type: none"> - Listens to and sings a song introducing fruits and

	I love bananas! - fruits and vegetables - food and drinks	vegetables; - Points to pictures of food and drink items while listening to a dialogue or short story; - Names food and drink items presented through an illustrated shopping list; - Identifies what the characters' favourite food items are when shown in pictures, dialogues or short stories;
Figurative and non-figurative language	Topic 1 Hello -greetings and introduction	- Pronounces independently basic greetings; - Greets and responds to the teacher's and peers' greetings; - Introduces himself/herself in short statements using a drawn outline of his / her face; - Acts out a dialogue asking and answering about names;
	Topic 2 My school - primary colours - my classroom - playing together	- Pronounces independently the names of the primary colours; - Asks and answers questions related to the primary colours; - Names classroom objects and points to them as instructed; - Lists his / her classroom objects; - Names sports when shown in pictures or other media; - Draws classroom objects and names them orally; - Draws and colours his / her favourite sport or activity; - Mimes and guesses actions used in playing games and sports;
	Topic 3 Me and others - my face & body - my family - my friends - numbers 1 – 5	- Pronounces words related to body parts independently when shown in pictures or other media; - Points to body parts as instructed; - Draws the outline of the body shape and colours it; - Cuts and sticks body parts on an outline of a body; - Names independently family members shown in pictures or other media; - Draws his / her family members; - Presents his / her drawing naming independently the family members; - Draws a picture of his / her friend and himself/herself doing their favourite activities together; - Introduces his / her friend using short sentences; - Matches the given objects with the correct number;
	Topic 4 Me and my games - toys & games	- Recognizes and pronounces independently words related to toys and games; - Points to toys presented through pictures, dialogues,

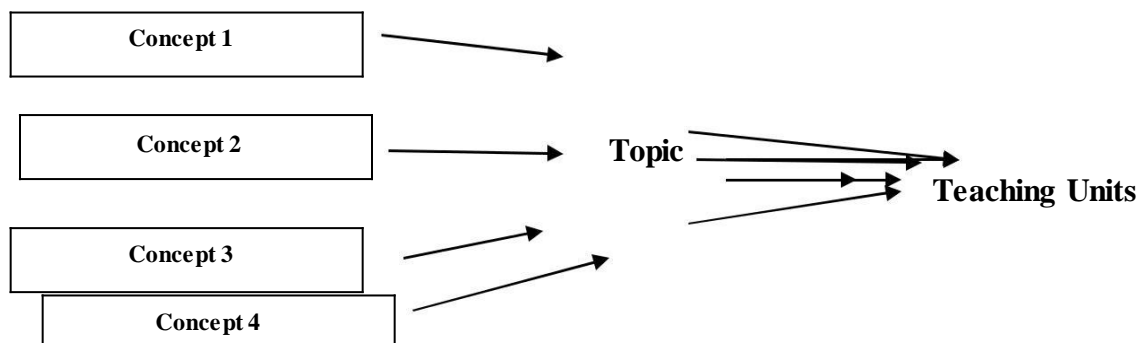
	<ul style="list-style-type: none"> - actions - free time activities 	<ul style="list-style-type: none"> short stories or videos as instructed; - Distinguishes among various actions miming and naming them accordingly; - Draws and colours different toys and games naming them orally; - Lists his / her favourite toys orally;
	<p>Topic 5 My pet</p> <ul style="list-style-type: none"> - pets & animals - abilities - numbers 6 – 10 	<ul style="list-style-type: none"> - Pronounces independently the names of pets and animals; - Names his / her favourite pets and animals; - Creates a collage of pets and animals together with peers; - Matches pets and animals with their abilities (horse – run, jump...) - Matches the given objects with the correct number;
	<p>Topic 6 I love bananas!</p> <ul style="list-style-type: none"> - fruits and vegetables - food and drinks 	<ul style="list-style-type: none"> - Names food and drink items when shown in pictures or other media; - States what his/her favourite food and drink items are orally; - Cuts, colours, names and classifies food and drink items as instructed (such as fruits, drinks, vegetables...) - Draws, colours and presents his / her favourite food and drink items;
Critique, theory, history	/	/
Language exponents	<p>Topic 1 Hello</p> <ul style="list-style-type: none"> - Greeting others - Asking for and giving personal information using one-word structures (name, age) 	<ul style="list-style-type: none"> - Uses basic greetings to greet the teacher and peers; - Identifies the teacher and peers using short statements; - Answers simple questions related to identifying him/herself and others;
	<p>Topic 2 My school</p> <ul style="list-style-type: none"> - Identifying school objects - Counting school objects - Describing objects using colours - Give answers related to favourite sports using one-word sentences. 	<ul style="list-style-type: none"> - Identifies classroom objects using one-word structures; - Points to classroom objects as instructed; - Describes the colour of classroom objects; - Expresses his / her favourite sports; - Distinguishes among the primary colours;

	<i>What sport do you like? Tennis.</i>	
	Topic 3 Me and others <ul style="list-style-type: none"> - Ask and answer questions related to body parts - Identifying family members - Introducing others - Exposure to numbers 1-5 	<ul style="list-style-type: none"> - Answers questions related to body parts using one-word structures; - Counts body parts and other objects using numbers 1-5; - Points to and names his / her body parts; - Answers questions related to identifying family members; - Lists his / her family members using single words; - Introduces his / her friend;
	Topic 4 Me and my games <ul style="list-style-type: none"> - Asking and answering questions to identify toys - Talking about favourite sports Answering questions about abilities using one-word structures. <i>What can you do?</i> <i>Run, swim...</i> <ul style="list-style-type: none"> - Free time activities 	<ul style="list-style-type: none"> - Identifies toys naming them accordingly when shown in pictures; - Distinguishes among different sports; - Lists his / her favourite sports; - Mimes and guesses the free time activities; - Draws and colours the toys as instructed;
	Topic 5 My pet <ul style="list-style-type: none"> - Identifying pets - Adjectives: big / small - Abilities <i>can / can't</i> - Exposure to numbers 6 – 10 	<ul style="list-style-type: none"> - Distinguishes among pets and animals shown in pictures or short stories; - Answers simple questions related to animals' abilities; - Draws, colours and presents his / her favourite pet and animal; - Mimes and guesses various pets and animals; - Counts the given objects up to 10;
	Topic 6 I love bananas! <ul style="list-style-type: none"> - Identifying fruits, vegetables, food and drink - Describing fruits and vegetables using colour - Likes and dislikes 	<ul style="list-style-type: none"> - Answers simple questions to identify food and drink items; - Uses one-word sentences to talk about food and drink he/she likes/doesn't like; - Draws various food and drink items as instructed colouring them accordingly; - Creates a shopping list with peers using illustrations;

Guidelines for using the syllabus

All the learning outcomes in the syllabus are written based on four concepts: Literary and non-literary texts, Figurative and non-figurative language, Criticism, theory and history, and Language system. Each topic in this syllabus should integrate all four concepts; therefore concepts should not be developed as separate but interconnected with one another within one topic since each concept helps the development of students' knowledge, skills, values and attitudes.

In the syllabus, all the topics will be developed during one school year, with teaching contents for each topic. Teachers should develop the topic which is based on four concepts, laying out teaching units in logical order.



The learning outcomes in the syllabus are expectations of each student's knowledge, skills, values and attitudes in the end of this school year. The teacher's role is to develop all students' communicative skills: listening, speaking, reading, and writing. In the syllabus, there are learning outcomes based on these skills which are measurable and which affect directly student's success. There are also some immeasurable outcomes which are important because through them students develop their values and attitudes.

Methodological guidelines

In order to achieve the targeted aims and learning outcomes and equip children with the required competencies, Grade Zero English Language Syllabus promotes the most contemporary approaches in language teaching and learning. First and foremost, it promotes communicative approaches, task-based and project-based learning in order to facilitate learner interaction and collaboration, as well as develop learner autonomy and creativity. Thus, learning-centered approaches are favoured over traditional approaches. Below are some brief guidelines regarding the methodology to be used by the teachers in their classrooms in order to motivate learners, as well as to facilitate their learning.

The Communicative Approach and Task-Based Learning

The overall aim of the English Language Curriculum is to enable learners to communicate successfully. Successful communication means getting our message across to others effectively.

The Communicative Approach to language learning aims at facilitating genuine interaction with others, whether they live in the neighbourhood, in a distant place, or on another continent.

In language learning, the attention of the learners may be focused on particular segments, or the language as a whole. In cases when we want to focus learners' attention on particular segments, then a segment may be a grammatical structure (a tense), a language function (expressing gratitude), a vocabulary area (food and drinks), or a phonological feature (stress or particular sounds).

Since communication basically means sending and receiving messages, learners should develop the four language skills, which are the core of communication. Development of *receptive skills*, that is *listening* and *reading* skills will enable learners to receive messages and, depending on tasks they are expected to fulfil, select essential information. However, since language skills do not occur in isolation, but are normally integrated for communicative purposes, after having received a message, learners should be able to make decisions and respond appropriately. In a situation which involves language, their response is a communicative function, which is performed by one of the *productive skills* either by *speaking* or by *writing*.

The Learning – Centred Classroom

The objective of learning-centred teaching is to make teachers aware of the importance of learner autonomy in the classroom. The teacher has a role, to support and help learners. The learners learn more actively and with enjoyment. The environment requires a learning-centred approach that relies on the participant's share in the learning, and responsibility for furthering the discussion. In all cases, learners need clear guidelines and preparation for effective discussion and participation.

The major aim or set of aims will relate to the development of learning skills. Such aims may include the following:

- To provide learners with efficient learning strategies;
- To assist learners to identify their own preferred ways of learning;
- To develop skills to negotiate the curriculum;
- To encourage learners to adopt realistic goals and a timetable to achieve these goals;
- To develop learners' skills in self-evaluation.

The use of the mother tongue in the classroom

Contrary to the principles of the direct method and natural approach in language learning, which favour exclusive use of the target language, excluding the mother tongue completely from the classroom, most recent approaches today suggest that the use of the mother tongue at particular stages of foreign language learning may prove useful.

While there is clearly a place for the mother tongue in the classroom, teachers should make efforts to keep the use of the mother tongue to a minimum. Instead of translating words and/or asking learners to translate, they should demonstrate, act, use simple drawings and/or pictures, explain, and give simple definitions. If teachers readily intervene with translation, as soon as learners are provided with an 'equivalent' word or expression, as soon as their curiosity is satisfied, they may lose interest in that particular item. In consequence, the English word or expression is easily forgotten and cannot be easily recalled. This method is easiest for the teacher and learner but may be the least memorable.

Vocabulary learning

Vocabulary teaching and learning is central to learning English. Words have a central place in culture, and learning words is seen by many as the main task in learning another language.

At level 1 learners identify key concepts using a range of vocabulary.

At level 1 the teacher's role is to:

- set the task, give examples and encourage the learner;
- expose learners to language through songs;

At level 1 the learner's role is to:

- identify and name the given items;
- sing along with peers and teacher

Possible activities at level 1:

- showing pictures in sequence;
- singing a song in English;

Cross-curricular issues

Since the English Language is not taught and learnt for its own sake but is seen as an aim and vehicle, the Grade Zero English Language Syllabus integrates topics that directly relate to other subjects, such as arts, culture, geography, media literacy, civic education, and similar. All these are in the function of equipping learners with first of all communication competency, as well as other competences foreseen in the Level One Core Curriculum. During this grade, learners are provided with numerous chances to learn about cross-curricular issues, while simultaneously acquiring and reinforcing words, phrases and simple sentences in the English language. Learners are exposed to these cross-curricular issues through songs, poems, drawing, crafts and other hands-on activities and are encouraged, where possible, to complete simple tasks through the facilitation of technology.

Assessment and evaluation guidelines

There are many reasons for assessing learners. Some of them are:

- to compare learners with each other;
- to see if learners have reached a particular standard;

- to help the learners' learning;
- to check if the teaching programme is successful.

Teaching means changing the learner. Teachers will always want to know how effective their teaching has been- that is, how much their pupils have changed.

This change can be in:

- The number of English learners know;
- The quality of the English they use;
- Their ability to use English.

The general word for measuring the change is assessment. Naturally, if we want to assess how much pupils have changed, we have to know exactly what they already **know** and what they can already **do**.

There are different types of assessment (or evaluation).

- Self-assessment (self - evaluation)
- Group assessment (group - evaluation)
- Individual assessment (evaluation)
- Combination of the group and individual assessment
- The use of work samples, portfolios and projects.

During the first stage assessment and evaluation should be regarded as a playful, non-threatening process to track the learners' progress in developing their English language skills and competencies. Portfolios are particularly useful when working with young learners as they allow the collection of learners' work in one place motivating learners to keep a record of their work, and also helping them to notice their advancement by the end of the school year. The portfolios can also be used as an anchor to engage learners in communication using simple structures by allowing them to present their work.

If teachers want to find out how effective their teaching has been, or if they want to evaluate the learners' progress, then tests are used. Tests are conducted in a class by the teacher. They measure the results of learners' performance. Teaching and testing always go hand-in-hand. Questions are often asked to check if the learners have understood what has been said. Equally, they may be asked to find out whether a particular point needs to be taught. We instinctively know why we ask a question: whether it is to teach or to test something.

Some major reasons for testing are:

- To diagnose learners' standards of achievement in this grade;
- To measure learners' progress;
- To find out how much pupils have learned;
- To find out the quality of learning, as well as of the teaching;

- To find out how many of the class have learned what they were supposed to learn and plan to teach;
- To motivate pupils;
- To show the teacher what to teach next.

There are different kinds of tests, such as:

- Diagnostic tests
- Achievement tests
- Proficiency tests
- Placement tests

We see evaluation as wider than testing. Testing may be a successful tool in evaluation, but we also think there are other criteria for assessing someone's performance.

Evaluation is not limited to numbers or just giving learners marks. Instead of trying to count or measure a learner's ability to make useful contributions to the class, we can simply judge whether s/he makes a contribution or not, and sometimes we will have to justify, negotiate, and possibly modify our opinions.

With the evaluation, we are trying to help the learner to learn, so it is not an assessment, in fact, it is a learning aid. In other words, we can use assessment procedures to develop and improve, not only the learner but also the teaching programme and even the school.

Guidelines for teaching materials, tools, and resources

In order to achieve the targeted aims and learning outcomes, and cover the topical content of the grade ten syllabus teachers should select teaching materials from course book(s) of beginner level. These materials and aids should primarily be age-appropriate, which means that they should be dedicated to children and young learners.

Apart from this, teachers are encouraged to use supplementary materials to suit the learners' needs, that is, their background knowledge interests, and motivation. Supplementary materials (video tapes, documentary films, drama activities, projects, contests and quizzes, and similar), may be used either within regular English classes, or within additional activities planned by the school curriculum (choice subjects, extra-curricular activities, and similar).

Pre-school & primary school online resources (Suggestions for teachers)

<http://www.education.com/worksheets/kindergarten/>
<http://www.starfall.com/n/level-k/index/load.htm?f>
https://www.youtube.com/watch?v=Tao7uuEFi_Y
<https://www.youtube.com/watch?v=UR-I3QI2nE>
<https://www.youtube.com/watch?v=d7klXv1KoBM>
<https://www.youtube.com/watch?v=BGa3AqeqRy0>
<https://www.youtube.com/watch?v=s5mGToUtfng>
<https://www.youtube.com/watch?v=nfIgzFkh5ZA>
<https://www.youtube.com/watch?v=qOcM-L-Ss1o>
https://www.youtube.com/watch?v=d_zk--Iconw

<https://www.youtube.com/watch?v=UIaUoKRE4vc>
<https://www.youtube.com/watch?v=eBF9DxxAfkU>
<https://www.youtube.com/watch?v=ebkLEcINrro>
<http://www.learningchocolate.com/>
<https://learnenglishkids.britishcouncil.org>
<https://www.ereadingworksheets.com/browse-worksheets-by-grade-level/>
<https://americanenglish.state.gov/search/solr?f%5B0%5D=bundle%3Aresource>
<https://busyteacher.org/atoz/>
<https://www.k12reader.com/grade-level/grades-k-12/>
<https://www.kiddle.co/>
<https://www.teachingenglish.org.uk/teaching-kids>
<https://www.eslkidstuff.com/>

CURRICULUM AREA: ARTS

Subject curricula/syllabuses

Figurative Education

Music Education

Subject curriculum/syllabus

Figurative Education

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

The child receives the first visual contact with the family surroundings from an early age. After birth, the child enters the world of art unnoticed, looking at objects around while adults take care of him/her. Children also, from the moments of early childhood, observe the world around them and distinguish shapes, sizes, colours, and different objects which nourish their visual sense. With special care, we can influence the cultivation of a fair visual culture from an early age, offering children a richer, more inspiring environment in the family and at school.

The different colours, shapes, different visual elements in the environment of the pre-primary grade are excellent stimulating tools for encouraging them to notice as many different elements of visual artistic expression with different materials as possible. Their ability to use such elements to create their own original creative expression begins in an organized way in the pre-primary grade mainly by encouraging them to try to express themselves most originally and creatively possible.

Purpose

The arts in the preparatory grade aim at making children's contact with the school as an institution as attractive and satisfying as possible through various artistic activities in which they have the opportunity to participate. The main goal in this grade is for students to be encouraged to experience artistic works and begin to identify their interests in any of the artistic activities or skills (drawing, painting, modelling, printing, etc.). Such activities promote emotional development, intellect, fantasy, imagination, attention, and interest in creativity.

Topics and learning outcomes

Concepts	Topics	Subject Learning Outcomes by Topic (SLOT)
		<p>ALO 1. Students participate in various artistic activities according to individual interests and aptitudes</p> <ul style="list-style-type: none"> • Draws, paints, models, and stamps with a pencil, with colour, plasticine, paper and other materials freely and creatively or on a given topic
Creativity and artistic performance	Drawing	<ul style="list-style-type: none"> • Presents feelings and ideas through art and construction Makes doodles, and drawings and then shows them to others his/her own work. • Builds with cubes, shapes with plasticine conveys formed lines, empowering and playing with different toys. • Responds to others when asked to tell them about a construction or drawing.
	Colour	<ul style="list-style-type: none"> • Experiments with writing equipment and materials. • Begins to have control over the drawing materials, writing and art (e.g uses black and colour pencils by squeezing them between the fingers, uses the colour crayons the board uses plasticine to make different figures).
	Figurative creations	<ul style="list-style-type: none"> • Creates and recycles by different materials according to fantasy and imagination, draws, paints, models, stamps, for various topics that are covered in school and outside using: coloured shapes, trees, toys and also, free topics where their individual imagination and creativity is expressed.
		<p>ALO 2. Through artistic perception and experience students recognize (notice) the main elements of relevant artistic language</p>

Language and artistic communication	Basic elements of language communication	<ul style="list-style-type: none"> Children distinguish the basic elements and principles of artistic figurative language. As elements they distinguish: lines, shapes, colours, size, space, tone, texture, direction, shape and volume). They distinguish figurative principles and use them in their creativity, such as: contrast, rhythm, harmony, balance, gradation, proportion, association and composition.
		<p>ALO 3. The student distinguishes the different relations between the arts and society</p> <ul style="list-style-type: none"> Distinguishes and identifies different types of figurative art, portrait, landscape, etc.) Distinguishes and identifies the types of artistic institutions (gallery, theatre, museum, archaeological sites, etc.) Names some (at least 4 known creators of different types and genres of global and national artistic creativity.
Arts and society	Types of figurative expressions	<ul style="list-style-type: none"> Recognizes that there are different types of arts, or ways of figurative expression through drawing, painting, sculpture, graphics, design, architecture, photography, installation, etc.)
	Creators and performers	<ul style="list-style-type: none"> Identifies any distinguished personality among the creators and international and local artistic performers.
		<p>ALO 4. Students value and appreciate art</p> <ul style="list-style-type: none"> Expresses the personal and emotional reaction to the experience artwork with a few simple sentences during the conversation and

		<p>observation, with movement, mimics, with other means of expression etc.</p> <p>Estimates and evaluates artistic own and other's performance/ creations by very simple vocabulary</p>
<p>Estimation and evaluation works</p>	<p>Artistic aesthetic-artistic</p> <p>Artistic works</p>	<ul style="list-style-type: none"> • Children are encouraged to express their opinion about the artistic works to which they were exposed (visually) by two or three simple sentences. • Children are encouraged to express their opinion about own creations and performances and those of their peers. • Children are encouraged to describe an artistic event in the family, at school and beyond

Methodological guidelines

The selection of teaching methods is made by the teachers in accordance with the requirements laid down by the “Standards of development and learning in early childhood” and the Curriculum for the first level. Teachers must create a learning environment that will encourage and help children to discover and develop their artistic abilities and aptitudes. Among the preschool children.

The thematic content can correspond to topics covered by other teaching areas, but also to various cross-curricular issues.

In the visual art section, students are encouraged to recognize and distinguish different shapes, colours, sizes, light, shadow, etc., and then use them in their own visual creations with the help and guidance of teachers.

Guidelines for the implementation of cross-curricular issues

From the perspective of the area - arts, a range of cross-curricular issues related to sustainable development, recognition and respecting child rights, gender equality issues,

cultural and intercultural issues, preventing and combating negative social phenomena, etc. can be treated in the preparatory grade.

For example, the treatment of shapes and colours with equal access for both boys and girls, the treatment of equal importance and cooperation between figurative elements, the treatment of artistic professions without gender, religious, or racial distinction, etc.

Interdependence

From the perspective of arts, the group artistic activities themselves deal with this topic, because, for example, when a mural, mosaic, collage, or group model needs to be created, all participants understand that without the cooperation of each one, the common integrity cannot be achieved. To be realized only by respecting interaction and interdependence.

Education for sustainable development

Issues of sustainable development, issues of realizing the right to live in a healthy environment and in social welfare based on international conventions can be the subject of the treatment of the child's creative work even at this age.

The use of artistic expression to address the child's fundamental rights to education, freedom and dignified life can be very well realized through creative works etc. The use of artistic expression to address some of the topics of sustainable development (protection of the environment, spaces, the order in the classroom, at home in the family, etc.) is done, for example, by recognizing and using recycled materials to create art but at the same time paying due care for paper, wood, materials in the classroom and the school environment, etc.

Assessment guidelines

Assessment in preparatory grade for children is not done by grades, so the purpose of the area of arts is to develop children's creativity and encourage or motivate them, but they can be assessed by motivational words, all children may succeed in creativity and art.

From this age, it is good for children to be encouraged and helped to evaluate their work, or performance, etc.)

Instructions for learning materials and resources

The selection and use of didactic and teaching tools is an integral part of the teaching process, and has special importance in the achievement and realization of competencies.

Such tools serve to demonstrate and concretize the topics and learning units covered in the subject of art, and they should be very efficient, tangible and practical for students.

Technology is one of the widely used tools in the subject of figurative education, helping students to research and recognize various works of art, cultural heritage objects, design objects, etc., creating the student's research type in the subject of art.

The school, as an educational institution, must provide and offer adequate or alternative technical-technological conditions and opportunities in the implementation and achievement of the curriculum competencies of certain subjects, in this case also the subject of art.

In this form, students are given the opportunity to demonstrate or present different tasks and projects through technological media.

The teacher encourages students' interest in activities and treatment of art topics by using a rich vocabulary of the figurative artistic language with clear, precise, meaningful and conceptual words and sentences.

The teacher encourages the expansion of knowledge on art among students by motivating them to use resources, materials and textbooks (books) appropriate to their age and the possibility of learning level.

Some of the most useful didactic tools are:

- Textual materials: *textbooks, workbooks, art catalogues, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc.;*
- Visual aids – *figurative: writing board, photographs, paintings, plasticine, clay, models, mock-ups, vases, reproductions of works of art and posters, diagrams, graphic tools, etc.;*
- Learning environment (*classroom, studio, cabinet, nature, gallery, museum, etc.*)
Online resources.

Subject curriculum/syllabus

Music Education

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

The child receives the first contact with music in the family surroundings from an early age. After birth, the child enters the world of music unnoticed while adults take care of him/her. They are constantly sung to, especially during bedtime. They are surrounded by sounds and music in the area where they live, they hear voices in nature, various rhythmic and melodic onomatopoeia, etc. This entire sound world can be used for musical education at an early age, concretizing these experiences from daily life with games, songs, rhythmic lectures, movements, etc. Through the musical activity, we bring joy, happiness, relaxation, and enthusiasm to children and in this way music directly affects their emotional enrichment, ennobles them and at the same time, it affects the development of any of the musical skills for which they may have a predisposition (tendency).

Purpose

The arts in the preparatory grade aim at making children's contact with the school as an institution as attractive and loving and interesting as possible through various artistic activities in which they have the opportunity to participate. The main aim of the subject of music in this grade is for children to be encouraged to experience music (while singing, or listening to music) and to begin to identify their interests in any of the musical activities or skills (singing, pacing, musical games, movement) dancing, playing child instruments, etc.). Such activities promote emotional, social development, intellect, imagination, attention, interest in creativity, etc.

Topics and learning outcomes

Concepts	Topics	Subject Learning Outcomes by Topic (SLOT)
	ALO 1. The student participates in various artistic activities according to individual interests and aptitudes	
Creativity and artistic performance	Songs Rhythms and rhythmic lectures Tunes Accompaniments	Student: <ul style="list-style-type: none"> • Sings simple songs (in a group) according to imitation. <i>(The songs deal with different topics appropriate for their age (for nature, school, family, wishes, toys, seasons, holidays, etc.)</i> • Rhythms verses and rhythms of songs (by, voice hands and rhythmic musical instruments for children); • Plays simple rhythmic accompaniments (by toys, rhythmic instruments, clapping,

		tapping, by a penci
	Music games	<ul style="list-style-type: none"> Plays simple music games accompanied By songs followed by body movements, and musical instruments for children and treating with different topics but also didactic elements of the artistic music language (rhythm, melody, properties of musical sound etc.) Plays different games where it is syncretized speech, music, mimics, movement, visual aspect, etc. (the theme of the games fits the topics from other learning areas for this grade)
	ALO 2. Through artistic perception and experience, the student recognizes (notices) the main elements of relevant artistic language	
Language and artistic musical communication	Expressive elements of artistic language communication Sound and its features Rhyth Melody	Student: <ul style="list-style-type: none"> Distinguishes basic sound features (length, height, colour and strength) through games, songs and listening to music. (e.g. distinguishes low sounds and high sounds, strong and soft, long and short) Distinguishes basic musical elements (rhythm, melody and harmony) in songs, games and the musical works they listen to in the classroom (fast-slow melody, melodic movement up, down etc.)
	ALO 3. The student distinguishes the different relations between the arts and society	
	<ul style="list-style-type: none"> Notes and identifies different types of arts (e.g. vocal, instrumental music, portrait, landscape, etc.) Distinguishes and identifies the types of artistic institutions (gallery, theatre, museum, concert hall, etc.) Names (recognizes) some (at least 4 well-known creators or artists of <ul style="list-style-type: none"> different types and genres of musical global and national artistic creativity 	
Music and society	Music types	Student: <ul style="list-style-type: none"> Distingdifferent types of music through listening to music (e.g dance music, film music (drawing), music for children, music for different occasions, festive music etc.) Knows any music institution in the country, in their city/residence Distinguishes different genres (types) of music (voice music (vocal), instrumental music, voice and instrumental music (vocal-instrumental) etc.

	Music Instruments	<ul style="list-style-type: none"> Distinguishes the sound nuances of some of the musical instruments (folk and classical) through listening to music works appropriate for their age Identifies and distinguishes the instruments also when seeing them Creates rhythmic musical instruments with recycled and organic materials (maracas with rice, corn, small tambourines, etc.)
	Creators and performers	<ul style="list-style-type: none"> Identifies some well-known personalities among the world and local artistic creators and performers whose works were used in listening to music
	<p>ALO 4. Students learn to estimate and appreciate art</p> <p>Student:</p> <ul style="list-style-type: none"> Expresses a personal emotional reaction to experiencing the artwork with a few simple sentences during the conversation and movement mimics, and other means of expression, etc. <p>Estimates and appreciates own and other's artistic performance/creations by very simple vocabulary</p>	
Aesthetic-artistic estimation and appreciation	Artistic works Artistic events	<ul style="list-style-type: none"> Is encouraged to express his/her own opinion for the music, he/she listens to in two or three sentences simple or figurative expressions and movements Encouraged to express his/her own opinion about own creations and performances and of peers Describes any musical event in the family, at school and beyond

Methodological guidelines

The selection of teaching methods is made by the teachers in accordance with the requirements laid down by the “Standards of development and learning in early childhood” and according to the “Core Curriculum” for the first level. Teachers must create a learning environment that will encourage and help children to discover and develop their artistic abilities and aptitudes.

a) Creativity and artistic performance

For children of the preparatory grade, songs and musical games are taught according to **ear (by imitation)** and the theme of the songs and games must be in accordance with the age and their performance skills (ambitus, text difficulty, rhythm and especially textual content with an

educational and didactic character. Songs and musical games should be mainly of the music genre for children, but simple and suitable popular and artistic ones can also be used. The thematic (textual) content of the songs may and should correspond to the topics covered by other teaching areas, in an integrated way, but also with various cross-curricular issues. Songs are selected with simple rhythms (dance, march, simple measures (2/4, 3/4, 4/4 but also mixed measures 3/8 and 5/8 that are easily experienced).

It is necessary to maintain a straight posture while singing, singing with emotion, the correct pronunciation of the text, and aiming to sing in the most accurate intonation. Children are encouraged to sing mostly in groups at this stage. They are also encouraged to create special sound effects (imitating the sounds of peers, different instruments), using the voice, sticks, claps or instruments for children, rhythmically accompanying the singing, etc.

For the education of a child's sense of rhythm, the teacher must demonstrate to them in concrete form the phenomenon of rhythm, how it is experienced, and then apply it in practice. E.g. Nature and the environment phenomena, for example, the ticking of a clock, the imitation of a train, the ringing of a bell, the beating of a hammer, the beating of a hand pulse, the beating of a bell, the beating of a drum in a march, etc.). Rhythmic speeches should always be accompanied by rhythmic movements or different words divided into syllables, by clapping, sticks, etc. It is advisable to have the rhythmic elements experienced and distinguished during the singing and applied to the accompaniment of child songs and games. Working with musical instruments aims at getting to know the instrument, increases interest in the activity, and helps to educate the rhythmic or melodic feeling. In this way, we created simple rhyming models; beating with the palm, tools, and percussion, we create instruments from recycled materials wherewith we accompany the songs but also play new musical ensembles (rhythmic and melodic).

b) Language and musical artistic communication

In this class, mainly rhythmic and melodic phenomena (sound length, sound height, colour, strength) are observed and distinguished mainly through the game, and auxiliary didactic tools (photos, symbols, colours, diagrams, etc.) which facilitate the understanding of such phenomena.

c) Music and society

Listening is the main way through which the child relates to music. Thus, they also understand that music is a social activity, and just as there are different events and situations in society, there are also different types of music. They notice and recognize these differences only through listening to music. They distinguish the instruments by listening to the sound nuances, and sight, and try to create their own toys and mainly rhythmic instruments that they use while singing. In that case, they also express emotions brought by songs, instrumental works, etc. The teacher may use a comparison method comparing a dance with a march, a lullaby with dance music, and comparing the nuances of the voices of friends, animals, instruments, etc. The pieces that this age will listen to should be carefully selected, be simple, easy to experience and be short (2-5 minutes) but be listened to as often as possible. The teacher should cultivate listening to music as much as possible, even when working in mathematics, language or figurative arts.

d) Artistic-aesthetic estimation and appreciation

Here, the teacher encourages self-assessment, peer assessment, and appreciation of musical works and events by a simple vocabulary using concepts already learned.

When listening to the music, the student is encouraged to follow the music heard by appropriate movements (dancing ballet, waltz, march, etc.), express himself/herself by figurative means or even to comment by words on the character of the work heard and the personal experience he/she feels while listening.

Guidelines for the implementation of cross-curricular issues

From the perspective of the field of arts, as well as within the subject of Music Education, a range of cross-curricular issues related to sustainable development, recognition and respect for child rights, gender equality issues, cultural issues and intercultural, preventing and combating negative social phenomena etc., can be addressed in the preparatory grade.

For example, the treatment of shapes and colours with equal access for both boys and girls, the treatment of equal importance and cooperation between the voices of both sexes in music, the treatment of artistic professions without gender, religious, or racial distinction, etc., behaviour in concerts, while singing or making music together, responsibility for the instrument, etc.

Globalization and interdependence

Artistic musical activities and musical games deal with this topic, because, for example, all participants in the activities understand that without everyone's cooperation, common integrity cannot be achieved. Music in the ensemble, choir, and orchestra is realized only by respecting interaction and interdependence.

Education for sustainable development

Issues of sustainable development, issues of realizing the right to live in a healthy environment and social welfare based on international conventions can be the subject of the treatment of the child's creative work even at this age.

The use of artistic expression to address the child's fundamental rights to education, freedom and dignified life can be very well realized through creative works etc. For example, with the teacher's assistance, rhythmic musical instruments/tools for the "class orchestra" can be built from organic and recycled materials.

Assessment guidelines

Assessment for pre-primary children is not done by grades, so the purpose of the field of arts is to develop child creativity and encourage and motivate them, but distinguished students can be awarded symbolic assessments of stars, hearts, and suns, those who are distinguished by creativity and artistic activity. From this age, it is good for children to be encouraged and helped to make a critical assessment of their own performance and that of their peers in the class by prompting them with questions: How did you/he/she sing, how did you/he/sh dance, how did you/he/she draw or model, etc.)

Learning materials and resources

The selection and use of didactic and teaching tools is an inseparable part of the teaching process, and is of particular importance in the achievement and realization of competencies. These tools serve to demonstrate and concretize the topics and teaching units covered in the subject of music and they must be very efficient, tangible and practical for the student.

Technology is very important because it enables the audio-visual presentation of selected musical material for the preparatory grade, which makes learning more attractive. Video presentations with music selected for their ages and with illustrations, animation, etc. can be found on the Internet and in various musical educational programs accessible online.

The school, as an educational institution, must provide and offer adequate or alternative technical-technological conditions and opportunities in the implementation and achievement of the foreseen curriculum competencies.

Some of the most useful didactic tools are:

Textual materials: *textbooks, workbooks, art catalogues, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc.*;

- Audio-listening tools: *radio, tape recorder, telephone, CD player, etc.*;
- Audiovisual tools – *figurative-audio: television, film, video projector, video player, computer, internet, teletext, CDs, DVDs, e-mail*;
- Child musical instruments (Orf's, folk, created by children, etc.)

<https://www.pinterest.com/pin/34902965838806956/>

Online resources

<http://colorinmypiano.com/2010/03/19/early-childhood-online-resources/>

<https://www.preschoolprodigies.com/>

Classical music video for children

https://www.youtube.com/watch?v=1hMjxnwig0o&list=PL3WK_yMF5c6fF5aQNDxY_wEKERleEnGY

http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/

http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/teachers/lessonplans.shtml

CURRICULUM AREA: MATHEMATICS

Subject curriculum/syllabus

Mathematics

Subject curricula/syllabus

Mathematics

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

Learning mathematics in the preparatory grade provides the foundation for mastery of mathematical skills and habits and prepares children to be successful in the upcoming schooling years. Children of this age come from different family environments and with different backgrounds, so it is important that the mathematics program also provides a variety of learning opportunities through appropriate teaching materials, adequate teaching methodologies for this age and permanent commitment to the development of child skills.

In the preparatory grade, mathematics should not be conceived as a separate subject but as a field of an integrated part of daily activities. Children in the preparatory grade must be educated, trained and entertained through mathematics. Therefore, a good interrelation between mathematics and other areas should be made, to ensure high perception and motivation of children, who through games imitate adults and experiment with what they have seen, learn to solve problems and work together with one another.

If mathematical situations are related to children's daily life, in the family environment and outside, then they make it possible for children to apply what they know and can do to develop new knowledge.

Purpose

Learning Mathematics in the preparatory grade aims at the intellectual development of each child, the exercise of basic rules, the cultivation of values and the preparation for primary education.

The area of Mathematics for the preparatory grade has its own specific goals, characteristic contents and learning activities, which develop the child's mathematical thinking, communicate and have fun solving problems, present elementary concepts in different ways, start to argue through different forms, answer based on illustrations and concrete tools, discover similarities, differences, regularities and relationships between phenomena, practice solving problem situations related to their daily environment.

The subject of Mathematics in the preparatory grade also aims at *mathematical formation* which is achieved through:

- Integrated learning in the context of daily life
- Learning through creative games made by the child.

Topics and learning outcomes

The acquisition of program content by the child is demonstrated as relevant knowledge presented to him/her in relation to his/her age. The skills that the child demonstrates include skills, abilities techniques and methods for applying knowledge in achieving the results planned for this grade.

In the subject of mathematics for the preparatory class, the following general elementary mathematical concepts begin to be developed and mastered:

- numbers, algebra and function;
- shape, space, measurements and geometry;
- annotation and probability processing;

Concepts are broken down into topics, and learning outcomes are presented for each topic providing a supporting base from the learning outcomes for the first curricular level.

Through simple life situations and various games, the child naturally learns the basic concepts of counting, numbers up to 10, comparison of quantities, measurements by non-standard instruments, time, modelling, concepts of figures, geometric bodies, orientation, and location of objects in space and direction.

Through games and concrete objects, the child performs simple operations of addition and subtraction and collects data to solve simple problems from and for life situations.




Mathematics in its content includes concepts which are covered by relevant topics in relation to the learning outcomes of the domain (ALO), defined in the Core Curriculum for Preparatory Grade and Primary Education, and harmonized with the subject learning outcomes (SLO).

Concept	Topics	Subject Learning Outcomes by Topic (SLOT)
Number		<ol style="list-style-type: none"> 1. Uses numbers in his/her own way to show quantities: shows interest in counting and quantity, counts mechanically, counts objects comprehensibly up to 10. 2. Uses words to show the number of objects: use comparative words for numbers: more/less, bigger/smaller, as much as, combines objects and determines how many there are, separates objects and determines how many are there, and explores, and observes the parts of the whole in the context of daily life. 3. Solves simple problems in his/her own way, using numbers: determines the number of elements of the set (more than five objects), uses correspondence with the 1-by-1 mode to count objects, uses correspondence with the 1-by-1 mode

	<p>to compare the size of a set of objects, approximates and then counts the objects to verify.</p> <p>4. Uses numerical indicators: uses drawing to show numbers, identifies numbers in daily life situations, uses linear numerals (first, second, ...last).</p>
<p>Natural numbers</p>	<p>Child:</p> <ul style="list-style-type: none"> ▪ Reads numbers from 1 to 10; ▪ Counts at least from 1 to 10 and vice versa by concretization tools; ▪ Copies/draws, models numbers from 1 to 10; ▪ Evaluates through different forms (viewing, touching) a group of 2-5 objects; ▪ Uses ordinal numbers to identify positions in a row (of toys or objects - the first the second,.....the fifth); ▪ Compares numbers up to 10, based on two sets of objects and uses the expressions: more, less, it is bigger, it is smaller, the same; ▪ Arranges the numbers up to 10, from largest to smallest one and vice versa based on concrete objects; ▪ Adds the numbers so that the sum is up to 10, two natural numbers by joining two sets of objects; ▪ Subtract two natural numbers by concretizing them with groups of objects; ▪ Solves simple problems with one action, by adding or subtracting with numbers up to 10), in concrete situations arising from the daily life of children; ▪ Divides the parts of the whole in the context of daily life.
<p>Algebra and function</p>	<p>Child:</p> <ol style="list-style-type: none"> 1. Recognizes relationships in a given environment: compares, classifies and regroups objects based on one or more characteristics, sorts items according to different qualities. 2. Uses patters in an environment, duplicates and further extends the patter, creates simple patterns.

	<p style="text-align: center;">Patterns</p>	<p>Child:</p> <ul style="list-style-type: none"> ▪ Forms patterns according to the properties of objects; ▪ List objects by discovering the rule in a given pattern, according to shape, colour or size;
	<p style="text-align: center;">Sets and relations</p>	<ul style="list-style-type: none"> ▪ Classifies items and objects according to several features: colour, shape and size; ▪ Group items and objects according to common qualities; ▪ Compares sets using expressions; more, less, same as. ▪ accompanies the objects (elements) of given set with the objects of the other set;
<p style="text-align: center;">Measurements</p>		<p>Child:</p> <ol style="list-style-type: none"> 1. Makes comparisons of objects using measurable characteristics. 2. Uses measurements: explores ways of measuring, and measures using objects. 3. Is time-oriented and performs the chronological order of events related to their daily life.
	<p style="text-align: center;">Measuring units</p>	<p>Child:</p> <ul style="list-style-type: none"> ▪ Measures the length of different objects using non-standard units (palm, foot, step, pencil, sticks etc.); ▪ Compares objects by length using expressions: longer, shorter, the same; ▪ Evaluates and sorts objects by size, from the smallest to the largest one and vice versa; ▪ Compares the weight of items using non-standard Units (apple, ball, book, bag, etc.); ▪ Uses words that indicate time periods; day, night, early morning, evening, morning, afternoon; ▪ Uses the expressions yesterday, today, and tomorrow to tell events related to certain days of the week; months and seasons (e.g, on Monday we play with ball, my birthday is in March, etc.); ▪ Lists the days of the week, months and seasons of the year. ▪ Uses coins from 1-10 euro, in life situations for purchases related to a certain amount of euro; ▪ Solves situation problems related to purchases known to them;

Geometry, space and shape	Child: 1. Observes the positions and locations of objects, takes objects apart and puts them back together, uses actions and words to show position and location, uses actions and words to show movements and orientation. 2. Observes shapes in the environment and talks about the characteristics of the shapes, uses actions and words to show position and location, identifies and names some shapes, tells when the shapes are the same or different using one or more of the characteristics.	
	Orientation	Child: <ul style="list-style-type: none"> ▪ Describes the location of an object, by referring to another object or to himself/herself and Using words of daily life; front - back down – up, over – under, left-right, inside – outside, near-far, etc.; ▪ Moves in certain directions, being oriented by words; forward, straight, left, right, back, near, far, under etc.;
	Geometric figures	Child: <ul style="list-style-type: none"> ▪ Names two-dimensional geometric figures: square, triangle, circle and rectangle; ▪ Creates two-dimensional geometric figures: square; triangle, circle, rectangle, via freehand drawing, cutting with scissors, folding using different materials (threads sticks etc.); ▪ Finds shapes or their parts, similar to two-dimensional geometric figures found in the surrounding area; Distinguishes using folding the symmetry line of simple figures;
	Geometric bodies	Child: <ul style="list-style-type: none"> ▪ Distinguishes between edged geometric bodies and the round ones; ▪ Compares geometric bodies (their sizes); ▪ Identifies objects similar to cubes, cuboids and the sphere;

	Surface	<p>Child:</p> <ul style="list-style-type: none"> ▪ Colours the surfaces inside the different figures (square, rectangle, triangle, circle); ▪ Distinguishes the surface inside, outside and in the picture;
Data and probability		<p>Child:</p> <ol style="list-style-type: none"> 1. Organizes and uses collected information. 2. Asks questions to collect information, divides and classifies objects in the group and sometimes explains what sets he/she formed, evaluates information to answer questions about evolving situations.
	Work with data	<p>Child:</p> <ul style="list-style-type: none"> ▪ Reads simple data from daily life (e.g, the weather during the week, the movement of cars, etc. ); ▪ Enters simple data with  the drawings collected from everyday life  ; ▪ Predicts the possibility of an event occurring (with big differences); ▪ Does the test, possible, impossible, sure.

Methodological guidelines

The mathematics teaching methodologies in the preparatory grade are based on the teaching principles defined in Core Curriculum I, which aims at teaching that ensures learning competencies. The topics presented in the program of the preparatory grade cannot be developed uniquely and separately, but they are related to other areas. The learning outcomes for each topic serve the requirements and notions aiming at other topics within the area. Mathematical education is a complex process that requires a harmonious interweaving of learning outcomes and careful teaching that places them in the function of each other. The educator mainly focuses on these aspects:

- Linking learning outcomes of core competencies to learning outcomes for area competencies and subject outcomes for the grade;
- Competency-based teaching and learning;
- Child-centred teaching;
- Integrated teaching and learning.

Guidelines for the implementation of cross-curricular issues

From the perspective of the area of Mathematics, a range of cross-curricular issues related to sustainable development, recognition and respect for child rights, gender equality issues, cultural issues and intercultural, preventing and combating negative social phenomena etc., can be addressed in the preparatory grade.

Mathematics is closely related to many other components that begin in the shaping of a child's personality through various topics, such as global warming, permanent and inexhaustible resources, knowledge of cultures, sustainable development, peaceful coexistence, budget planning, etc.

The child is encouraged to develop active relationships in the environment while maintaining a critical attitude towards consumer goods.

The child uses his/her mathematical skills related to symbols, drawings, and graphics to develop active relationships in his/her environment. He/she can explain the phenomena in their world and the interdependencies of the environment and the human world.

Assessment guidelines

In accordance with the principles of the competency-based learning approach, assessment for this grade is considered an element that focuses on the level of skill development and competency achievement. Child assessment is not done by grades, but the goal is to develop child creativity, and encourage and motivate them. They can be rewarded by symbolic ratings of star, heart, sun, etc., when distinguished by creativity in conducting the activities.

The assessment of child achievement in the preparatory grade in Mathematics is carried out through the evidence of continuous assessment, observation, and assessment through the portfolio, while the reporting of the achievements is done through descriptions by constructive comments.

Instructions for learning materials and resources

During the teaching of Mathematics, the educator gives information and performs skills in achieving the results using didactic materials and necessary resources, while the child generates information, forms and develops skills by approaching learning through sight, hearing, touching and other forms for achieving results.

For the achievement of the first level competencies of Primary Education for the Preparatory Grade, the educator provides access through the use of age-appropriate materials and the possibility of the learning level.

Materials that can be used for topics in Mathematics: recyclable materials; sheets; magnetic boards; number charts; boxes of different shapes; geometric figures of different shapes and colours; matchsticks; didactic sticks; colour our colourless sheets; pencils; abacus with blanks; colour pencils, tables for recording data; strings with blanks; leaflets to connect the number with the quantity; various toys; cubes; geometric bodies as well as technological tools with mathematical programs for children.

**CURRICULUM AREA: NATURAL
SCIENCES**

Subject curriculum/syllabus
Human and Nature

Subject curriculum/syllabus

Human and Nature

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

Curriculum area Natural Sciences in the first level is learned by children through the subject of Human and Nature, which integrates knowledge, understanding, skills, attitudes and values through the disciplines: biology, geography, physics and chemistry.

The subject Man and Nature in the pre-primary grade enables children to actively know and explore the world around them, try things to see what will happen, distinguish the physical characteristics of objects and materials, the characteristics of the living world, climate changes, changes on Earth, choose and use different tools and materials to trigger the child interest and curiosity.

Through this subject, we contribute to children achieving the targeted competencies according to the Core Curriculum for the 1st curricular level, in achieving the area learning outcomes and the subject learning outcomes.

The task of teaching the subject of Human and Nature is to develop the habits of observation, research, critical thinking, and creativity, encouraging open views and motivating children to learn.

Purpose

The learning objectives of the subject Human and Nature are:

- Developing knowledge and understanding of scientific and technological concepts through the investigation of biological, physical and chemical processes in the environment.
- Developing a scientific approach that supports critical and creative understanding and thinking.
- Encouraging children to recognize, explore, develop and apply scientific ideas and concepts through games, drawings and hands-on activities.
- Encouraging children to appreciate the contribution of science and technology in everyday life.
- Cultivating care and respect for the diversity of the living world, the physical environment and the interdependence between them.
- Encouraging children to take responsibility to protect, improve and love the environment by getting involved in the identification, discussions and activities of environmental problems that promote sustainable development.
- Children's willingness to communicate among themselves ideas and findings from observations and visits to nature.

Topics and learning outcomes

The content of the subject Man and Nature is based on the concepts of the Natural Sciences curriculum area, topics and subject learning outcomes (SLO) in accordance with its goals. The subject Man and Nature in its content includes four concepts (see the table below), which are covered by relevant topics in relation to the area learning outcomes (ALO) and aligned with the subject learning outcomes (SLO).

The topics have a horizontal connection with the concepts and a vertical connection with the subject learning outcomes (SLO) and the competence learning outcomes (CLO) of the first curriculum level in the Core Curriculum for Preparatory Grade and Primary Education.

Concepts	ALO: Observes, describes and compares materials, by origin, composition, properties, size, shape, transformations and use in daily life	
	Topics	Subject Learning Outcomes by Topic (SLOT)
Substance, properties and conversions	Materials and their properties	<ul style="list-style-type: none"> • Distinguishes toys and objects of his/her surroundings by colour, shape, size, weight, Solidity and temperature. • Describes materials/objects by colour, shape, solid/soft, smooth/hard • Groups the toys and objects around by colour, shape, weight, solidity and temperature. • Researches material from objects known to them (paper, wood, metal, plastic, textile, rocks etc). • Discusses the uses of materials which are used in daily life;
Living World	ALO: Observes and describes basic characteristics and vital needs of human beings and other living beings, biological diversity, the interaction of organisms with the natural environment as well as their growth and development in the natural environment	
	Describes the importance of using a variety and quantity of healthy food, as well as taking care of personal hygiene	
		<ul style="list-style-type: none"> • Distinguish the main parts of plants. • Shows the basic vital needs of plants

	<p>Plants, animals and human being.</p>	<p>(food, water, air, and light).</p> <ul style="list-style-type: none"> • Describes the use of plants (for animal and human feeding) and for ornaments. • Shows the basic vital needs of animals (Shelter, food, water, air, and light). Describes the mutual relationship between • animals and human (food, clothing and care). • Distinguish the main parts of the human body. • Distinguishes human and animal senses. • Performs actions using a certain Sense (seeing, hearing, smelling, tasting and touching). • Shows the basic vital needs of human (shelter, food, water, air, and light). • Distinguishes the changes that the human body undergoes over the years.
<p>Physical processes</p>	<p>ALO: Distinguishes the state of rest from the state of motion of bodies, describes different types of movements by placing them in relation to the action of the forces.</p> <p>Identifies the different sources of energy (including the role of of the Sun’s heat for life on Earth) for their efficient use for human life.</p>	
<p>Earth, environment and the universe</p>	<p>Bodies and their movements</p>	<ul style="list-style-type: none"> • Distinguishes bodies at rest from bodies in motion. • Shows some bodies that are at rest and some that are in motion • Distinguishes the fastest body from the slowest body • Distinguishes the hottest body from the coldest body. • Identifies the most luminous body, from the faintest body, (e.g. the lamp from the candle, etc.) • Identifies when singing, the loudest voice from the lowest voice. • Distinguishes the heavy body from the lighter body. • Identifies the smoothest surface from other less smooth surfaces, (friction) • Shows the time course of events towards yesterday, today, tomorrow and during the day.
	<p>ALO: Identifies modes of orientation and movements in space, and shows simple forms of interaction in the human-nature relationship, distinguishes some of the types of environmental pollution that are caused by different factors in the area where he/she lives and beyond, tells about the role he/she has in environmental protection and undertakes useful actions promoting a clean environment</p>	

	Describes the features of the natural elements of the natural environment (landscape, climate, waters, flora and fauna).	
	Earth and space	<ul style="list-style-type: none"> • Distinguishes between day and night and connects the time of day with personal activities and family obligations. • Shows the basic characteristics of the seasons during the year, • Describes the weather changes during the seasons of the year. • Shows different energy sources • Names parts of the landscape of the environment where he/she lives. (mountains, plains, hills, rivers and lakes);

Methodological guidelines

For the realization of the content of the subject Human and Nature, both within curricular and extra-curricular activities, in the achievement of educational competencies, the teacher selects the necessary methods, techniques and forms in accordance with the needs and opportunities of the students in line with the achievement of the results expected in the context of the NQF philosophy and principles.

The educator or teacher uses different tools, materials and tests based on the requirements arising from the age and the activity that will be carried out for the given lesson.

Subject: Human and Nature requires the educator or teacher to be more in the role of the leader using creative, inclusive, interactive and team approaches.

In order to fulfil the requirements for quality learning, the following methodological approaches are suggested:

- Direct teaching (explanation, clarification, practical exercises and examples);
- Non-direct teaching (observation, research, problem-solving);
- Teaching through questions (the technique of asking questions to children);
- Discussion and collaborative learning (in small groups, larger groups and with all children);
- Teaching that fosters critical, creative thinking and problem solving;
- Teaching through observation, demonstration and trial;
- Teaching and learning through multimedia tools;
- Teaching that encourages independent research through projects, fieldwork;
- Teaching and learning in nature and visits to industrial facilities.

The educator or teacher guides the children so that through their activities in the classroom, school, nature, etc., they can: recognize, observe, line up, measure, mark, collect data, try,

think independently and give their opinions, but always starting from didactic principles: *from the known to the unknown, from the near to the distant, from the simple to the compound, from the concrete to the abstract, from the particular to the general.*

Guidelines for the implementation of cross-curricular issues

Cross-curricular topics that can be integrated into the Natural Sciences curriculum for this age of students are:

- **Media literacy;**
- **Education for sustainable development**

Media literacy

It refers to getting to know the types of media that distribute new and accurate information about new scientific research and discoveries. The issue of media literacy includes content related to publications and awards for achievements in science at the national and international levels.

Education for sustainable development

It refers to topics of general importance that influence the shaping of children for a conscious attitude towards issues in the awareness and preservation of natural assets, at the school level and in the surroundings where they live. This includes issues such as social aspects, family economy, recycling, etc.

Issues of sustainable development include aspects of having a healthy environment that is related to awareness and the importance of using environmental resources as a legacy for future generations.

Assessment guidelines

Assessment is a process of systematic, qualitative and quantitative collection of information on the achievement of students during the learning process and making judgments about them.

Student assessment is based on the learning outcomes of the subject program and skills, values and attitudes in the subject Human and Nature.

Assessment methods to be used in the natural sciences:

- Oral assessment (discussions, debates, presentations)
- Assessment of practical/experimental work
- Individual and group assessment during play/research work
- Checklist
- Portfolio

Educators, teachers, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is

specified by criteria drawn up by the educational institution itself, the teacher, in harmony with education policies.

As an educator, the teacher draws up the annual plan for student assessment, which plan must be approved by all stakeholders (professional body, school management, students and parents).

The internal assessment of children is done according to the AI on assessment.

Instructions for learning materials and resources

For the successful implementation of the main competencies and concepts in natural sciences, it is necessary to create conditions and provide teaching tools and a suitable learning environment for the preparatory grade.

As a source of information, in addition to the school package, it is necessary to use other sources such as CDs (films, documentaries, video experiments, etc.), the Internet (photographs, instructional programs, videos, etc.), encyclopedias, atlases, etc.

To increase child interest and curiosity, it is necessary to use different tools such as digital board, (smart board) photos, paintings, models, mock-ups, television, video projector, computer, phone, tablet, etc.

In order to achieve results in the natural sciences, it is necessary to provide a suitable learning environment. If possible, besides the classroom, learning should also take place in other environments (laboratory, workshop, nature, farm, enterprise, etc.).

CURRICULUM AREA: SOCIETY AND ENVIRONMENT

Subject curriculum/syllabus
Society and Environment

Subject curriculum/syllabus

Society and Environment

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

The subject of Society and Environment for the preparatory grade plays an important role in the development of a child's knowledge, skills, values and attitudes. Through this subject, the child will have the opportunity to understand relationships with others, starting from the family and beyond.

This subject enables the child to conceptualize the living space, where he/she lives, and interpersonal relationships in the family, at school and beyond. The subject of Society and Environment will expand the knowledge about the developments in the neighbourhood where he/she lives with his/her peers and other people with whom he/she shares the space of residence and action, for example, about environmental care, various organizations, as well as decisions which he/she and others receive.

The knowledge of this subject enables the child to learn to live together with others, cultivate his/her identity, at the same time and care for sustainable development.

Purpose

The purpose of this subject in this grade is to encourage the child to explore the social environment that surrounds him/her, and to better know himself/herself, the family, the community and the living environment. Also, to gain knowledge about the rules of collective life, basic skills to make simple decisions in daily life situations, to cultivate respect and care for oneself, others and the environment, in order to become a responsible citizen.

Topics and learning outcomes

Children in the preparatory grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, deriving from the subject learning outcomes (SLO) of Society and Environment, of the first level (Level 1) of the Core Curriculum for Preparatory Grade and Primary Education:

Concept	ALO, TOPIC and SLO
The individual, groups and social relations	ALO: 1. Learns about himself/herself, the structure of social groups and the ways of involvement in them 1.1 Tells (narrates) about himself/herself, close and extended family (distinguishes age and origin), the neighbourhood where he/she lives and acts as well as the organization of the residential space and activity, migrations, settlements and economic activities. 1.2 Distinguishes several aspects of the expression of personal and group identity, such as physical, psychological, emotional, social, cultural, administrative, for

	the purpose of communication with others, regardless of differences.	
	Topic	Subject Learning Outcomes (SLO)
	Me and others	<p>Child:</p> <ul style="list-style-type: none"> • Describes himself using some of his/her basic characteristics (e.g first name, last name, gender, age, hair and eye colour). • Shows the members of the immediate and extended family, e.g first name, last name, gender, age, occupation, etc.). • Shows his/her position in relation to others such as child-parent, grandson/granddaughter-grandfather/grandmother, sister-brother, etc. • Distinguishes his/her immediate family from the extended one in terms of number and kinship relations. • Describes his/her own emotions for and in different life situations. • Identifies things he/she can do on his/her own and those for which he/she needs help or companionship from others. • Distinguishes the differences, such as age, gender and the commonalities that are between him/her and others in the family and society. • Identifies people who need help and shows a willingness to help them.
Social and natural processes	<p>ALO: 2. Knows the importance of monuments, phenomena, historical, social, natural and environmental processes as well as interrelations and impacts Between them</p> <p>2.1. It describes social, cultural and historical events and natural and environmental phenomena through examples from daily life and the past.</p> <p>2.2. Understands various social and natural processes and phenomena and the interdependence of human and nature.</p>	
	Topic	Subject Learning Outcomes (SLO)
	The place/environment where I live	<p>Child:</p> <ul style="list-style-type: none"> • Describes in different expressive forms the place where he/she lives. • Participates in various family and social organizations and describes his/her events and experiences in various forms. • Identifies the services offered in the family, neighbourhood/kindergarten/school, and the surrounding environment (parental care, medical and recreational services, etc.). • Tells about the occupations of family members and people he/she knows.

Norms, rights and responsibilities	ALO: 3. Knows and learns to apply social norms and rules for common life in diversity	
	3.1. Identifies and respects traditions and holidays as a reflection of cultural, religious, social, ethnic and family diversity.	
	3.2. Participates in setting rules for personal life (working time, entertainment, visits, rest and sleep), family rules, school rules and the groups he/she is involved in and adheres to them.	
	Topic	Subject Learning Outcomes (SLO)
Holidays	Child: <ul style="list-style-type: none"> Names some of the family and social holidays and in its own way describes their organization and manifestation. 	
Me and rules	<ul style="list-style-type: none"> Distinguishes the rules set in various activities that take place in the family, class, school/kindergarten, playing, etc. Establishes simple rules, in cooperation with others, in his/her daily activities. Applies the rules for certain activities in different life situations such as in the family, neighbourhood, kindergarten/school, road/traffic, etc. 	
My responsibilities	<ul style="list-style-type: none"> Tells about one's own words, behaviours and actions in relation to others and takes responsibility for them. 	
Decision-making and institutions	ALO: 4. Is involved in giving ideas, and proposals and makes responsive decisions	
	4.1. Demonstrates self-confidence and makes decisions on matters related to situations from daily life, in accordance with age as an individual and as a member of a group (family, school, etc.)	
	Topic	Subject Learning Outcomes (SLO)
I decide for myself	Child: <ul style="list-style-type: none"> Identifies decisions that he/she can make for himself/herself, in relation to his/her age. Make simple decisions for different life situations. Argues in his/her own way his/her decisions during the game and other daily activities (I play football because I like it, I play basketball because my friends are also playing, etc.). 	
Environment, resources and sustainable development	ALO: 5. Contributes to the preservation and protection of the environment as well as in sustainable development	
	5.1. Recognize and distinguish some of the types of environmental pollution caused by different factors, in the neighbourhood where he/she lives and	

	understands the role he/she has in environmental protection.	
	5.2. Understands the connection of personal and social well-being in relation to care for the environment.	
	Topic	Subject Learning Outcomes (SLO)
	Care for the surrounding environment	Child: <ul style="list-style-type: none"> • Identifies some of the pollutants of the environment and demonstrates the ability to care for the surrounding environment (family, school/kindergarten, neighbourhood, etc.) • Identifies behaviours related to environmental protection and damage. • Shows the ways of behaviour (right and wrong) for taking care of the environment in the street, neighbourhood, park, etc. • Discusses modes of travel and their impact on the surrounding environment (public and private transport).

Methodological guidelines

A range of teaching methods and techniques are used to achieve the intended results in the Society and Environment curriculum for the preparatory grade.

Strategies, methods and techniques that serve to achieve child results are based on the good organization of work at school and outside it. This is achieved by using interactive and inclusive approaches, and diverse forms of work respecting different ages, personalities and learning styles. The teacher/educator should also take care of the differentiated learning approach. To achieve this goal, a whole complex of procedures is implemented, such as various games, exercises, individual and group work, tasks, demonstrations, work with projects, etc.

Considering the subject specifics, it is preferable to use the game in general and the role-playing game in particular, which establishes effective communication skills, creative thinking skills, cooperative skills and socialization.

The whole organization is done taking into account the child's psychophysical, intellectual and cultural development, the integrated approach, cross-curricular and extra-curricular issues and the learning outcomes of the competencies foreseen for the first curricular level in the Core Curriculum for the Preparatory Grade and Primary Education in Kosovo. For the implementation of the subject program, it is required to cooperate with families and institutions such as kindergartens/schools, the community, the media and civil society.

During the realization of the subject of Society and Environment, the teacher must take into account the integrated teaching approach, i.e., it must be realized by combining it with other teaching subjects.

Guidelines for the implementation of cross-curricular issues

Cross-curricular issues are special issues/topics that must be linked to subject and subject outcomes. They should be given adequate attention and treatment through the subject of Society and the Environment. In the planning stage, the educator is required to analyze the area outcomes, the subject outcome, the topics and the teaching units and foresee to which cross-curricular issues, defined in the core curriculum they are related. In this way, the treatment of these issues is ensured, taking into account integrated teaching.

The cross-curricular issues, foreseen under the core curriculum, which must be addressed, are:

- Education for democratic citizenship
- Peace literacy
- Globalization and interdependence
- Media literacy
- Education for sustainable development

For the preparatory grade, the topics are simplified taking into account the age and capabilities of the children. During the treatment of various topics, for example, care for the surrounding environment, the educator contributes to the cross-curricular issue of “Education for sustainable development”. Through activities to separate plastic, paper and other waste, children understand that throwing away plastic waste is detrimental to the environment more than paper waste. Travelling with some vehicles pollutes the air while riding a bicycle does not pollute the air and has a positive effect on human health. Then, for example, resolving conflicts by talking contributes to the “Peace literacy” issue. Examples of fast communication through the Internet or clothing and food from different countries, and alike, contribute to the issue of “Globalization and interdependence”. Taking responsibility, respecting the opinions of others, etc. contribute to the issue of “Education for democratic citizenship”. The use of electronic and written materials and programs for children, fair and safe use by students - contributes to “Media literacy”. Thus, in different contexts, different examples can be used to address cross-curricular issues within the subject of Society and Environment.

Assessment guidelines

The assessment is done in order to monitor the child's learning progress and reflection on teaching. It is related to teaching methodology, and planning and requires compatibility and consistency throughout the teaching process. The educator must harmonize the assessment with what he/she has planned, and intended, to reach the child based on the subject program.

So, we should assess what we have put as the objective of the assessment, the knowledge, skills, and the child's behaviours and attitudes. Various forms and instruments can be used to assess the child at this age, such as; evaluation for participation in activities, group work, cooperation with others, care for cleanliness in the classroom, etc., which can be checked/measured in different forms.

For all types of assessments that must be made to the child, the reference point relates to the subject outcomes, the curriculum area and those for the competencies of the first curricular level provided for under the Core Curriculum for the Preparatory Grade and Primary Education and also the recent MEST administrative instruction on the assessment. The educator researches, depending on their specifics, to find the most suitable forms for assessing their achievements.

The competency-based approach, in addition to aiming to assess the achievement of knowledge, also aims to assess what the child can do, i.e., the assessment of the practical application of the knowledge acquired during schooling. In this context, it is necessary to continuously observe the child's achievements and keep evidence for the purposes of documentation and planning further work. The observation of work in groups and individual initiatives can also be evaluated through different techniques such as the participation bulletin or checklist, etc.

It is important to have the habit of self-esteem cultivated from this age, which can be achieved by keeping the child's files, where he/she keeps his/her representative works, such as; for participation in various activities and commitments related to the expected results for this age of children.

The assessment must always be impartial and have a motivational character so that the child is motivated and aims for the highest possible achievements.

Instructions for learning materials and resources

In addition to basic textbooks, it is suggested to children and educators use other sources of knowledge during the learning process, such as workbooks, other alternative materials, illustration books, brochures, encyclopedias for children, and educational software. It is also suggested to visit various social, cultural and natural monuments.

Educators may use different literature or handbooks for activities with children, and use different recycling materials from which they can do interesting things with children. Also, children must be encouraged and guided to use information technology resources together with parents in order to achieve the intended results.

**CURRICULUM AREA: PHYSICAL
EDUCATION, SPORTS AND HEALTH**

Subject curriculum/syllabus
Physical Education, Sports And Health

Subject curriculum/syllabus

Physical Education, Sports And Health

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular
issues Assessment guidelines

Instructions for learning materials and resources

introduction

Physical-motor activity and sports activities are a significant part of the educational activity in early childhood and have a very important space with an indisputable impact on the psycho-physical, social-emotional and health development of children.

The area of physical development, sports and health will strengthen the knowledge of each child and provide him/her with new experiences, skills and knowledge, which will further expand the cultural, physical and health formation. Recognizing, realizing and evaluating physical-motor and sports activity by all children is a form of acting in a group, and affects the strengthening of social and communication relations.

The process of physical and health education plays a fundamental role in preparing children for cultural, sports and artistic activities. This process takes special importance, especially in the realization of activities and other activities combined with artistic, social and health activities.

The organization and implementation of this subject/field will help children to appreciate its positive effects in many directions, not only in terms of health and physicality but also in terms of relationships between each other, in terms of expanding knowledge on cultures of different regions and countries, in that of creating a more social environment

Purpose

The purpose of Physical Education, Sports and Health is to provide opportunities for all children to gain knowledge, skills, habits, attitudes, values and behaviours, which will prepare them for a healthy psychophysical active life. The area of Physical Education, Sports and Health for this grade aims to achieve these basic goals: develop and stimulate good health in physical, psychological, emotional and social terms; establish in the child skills, and movement habits valuable for the whole life and establish a healthy lifestyle.

Topics and learning outcomes

Children in the preparatory grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, deriving from the subject learning outcomes (SLO) of Physical Education, Sports and Health, of the first level (Level 1) of the Core Curriculum for lower secondary education::

Concept	ALO, TOPIC and SLO	
Complete physical, mental, emotional and social well-being	ALO: 1. 1. Tells about his/her feelings in daily life situations and identifies his/her rights and responsibilities.	
	Topic	Subject Learning Outcomes (SLO)
	Knowing yourself and the surrounding world;	Child: <ul style="list-style-type: none"> • Expresses creativity with different word movements and creations • Shows emotions through playing, group activities, and interaction with educators, children and others • Evaluates own feelings by talking with adults and peers • Supports peers and is ready to help
	Health and factors affecting health	Child: <ul style="list-style-type: none"> • Knows the importance of health and the factors affecting health • Describes in different ways what a fat person looks like • Knows the people/institutions where he/she can ask for help
Comprehensive and harmonious development of the body through physical and sports activities	Care and safety for himself/herself and others	Child: <ul style="list-style-type: none"> • Distinguishes the right behaviours in the activities in which he/she participates • Explains right and wrong behaviour in different situations • Complies with the rules during games and various activities in the school/kindergarten and beyond • Recognizes and complies with the instructions for the use of different tools, props and equipment
	ALO: 2. 1. Demonstrates combinations with various non-locomotor movements (pulling, pushing, balancing, turning, rotating, etc.), locomotor movements (walking, running, jumping etc.) and other sports 2. Actively participates by developing motor skills through elementary and popular games.	
	Topic	Subject Learning Outcomes (SLO)

	Elementary movements and their coordination	<p>Child:</p> <ul style="list-style-type: none"> • Applies the correct breathing technique during activities and physical exercises under the guidance of the educator • Demonstrates skills of elementary movements while grasping and throwing objects • Participates in elementary games and demonstrates skills during activities in simple polygons
	Mobile and popular games	<p>Child:</p> <ul style="list-style-type: none"> • Demonstrates different ways of walking, running, jumping, throwing, etc • Performs basic exercises on the ground, at different heights and distances • Practices simple rhythmic exercises with and without tools
	Games and rest	<p>Child:</p> <ul style="list-style-type: none"> • Practices games and physical activities in cooperation in pairs and groups • Recognizes signs of fatigue and manages them appropriately • Knows and practices ways of relaxing during games and exercises • Adapts and selects clothing according to seasons and physical activities • Applies hygienic measures before, during and after physical activities • Distinguishes straight and wrong body posture and tries to keep the body straight when carrying different objects
Promotion of an active and healthy lifestyle	ALO: 3.	
	<ol style="list-style-type: none"> 1. Distinguishes the right way of nutrition according to the routine, healthy and unhealthy food and explains the influence of growing and developing nutrition 2. Demonstrates skills and habits for personal hygiene maintenance at home, school and environment 	
	Topic	Subject Learning Outcomes (SLO)

	Healthy food and culture of proper nutrition	Child: <ul style="list-style-type: none"> • Distinguishes the types of foods he/she uses in his/her menu • Explains the origin of the foods he/she consumes • Knows food products from the plant and animal origin
	Personal health and hygiene	Child: <ul style="list-style-type: none"> • Shows the right ways to maintain personal hygiene • Selects and adapts the clothing according to the season, the activity and the sports activity he/she performs • Protects and cares for dental and oral health with the right tools
Awareness raising on the impact of the use of addictive substances	ALO: 4. 1. Identifies non-touchable and non-consumable products and tools and understands what the harmful drugs and substances are	
	Topic	Subject Learning Outcomes (SLO)
	Recognition and protection from various dangers	Child: <ul style="list-style-type: none"> • Recognizes and distinguishes dangers in school/kindergarten, home and the environment where he/she lives • Understands the importance of using medicines for his/her health • Knows and understands the dangers of using various preparations and equipment in the environment where he/she lives
Education on the environment and sustainable development	ALO: 5. Understands the importance of ongoing development of physical skills, and the environmental impact on health and quality of life	
	Topic	Subject Learning Outcomes (SLO)
	Me and environment	Child: <ul style="list-style-type: none"> • Knows the basic concepts for a healthy/clean environment • Identifies suitable environments for physical activities • Appreciates the importance of a clean environment during sports activities

Methodological guidelines

Various methods can be used to achieve the results defined in the area of Physical Education, Sports and Health. Within this course, the focus of the educator should be on the implementation of methodologies that ensure comprehensive learning for all children.

In order to achieve the area competency outcomes, in addition to the common methods, each teaching area has its own peculiarities for the organization of the teaching work.

In all cases, the implementation of teaching methods and techniques must be accompanied by the use of relevant didactic materials and tools, always keeping in mind the child's safety.

The good organization of the learning process in this area means that children are placed in concrete practical situations where they develop and apply the motor and sports elements. Motor activity (games and sports) is a serious issue, dominating most of their lives in kindergartens, schools and outside, occupying most of their time and energy, establishing capabilities, skills and establishing social behaviour, as a fundamental contribution to the demand for fast and healthy growth.

In physical education activities, special emphasis should be placed on maintaining hygiene, participating in them teaches children how to maintain cleanliness and take care of body hygiene during and after physical activity. During these activities, safe practices are taught, which, if followed by children throughout their lives, will prevent them from various diseases.

Physical and sports education finds itself quite well as a component of artistic education through music and dance which together help in the development and full development of the child.

Guidelines for the implementation of cross-curricular issues

Dealing with cross-curricular issues within the area is another very important aspect as it enables the integration of curricular areas in order to support children to understand and correctly interpret the social and natural processes occurring in society. The implementation of cross-curricular issues will help the development and completion of the area content for the achievement of all competencies defined by the Kosovo Curriculum Framework. Some of the cross-curricular issues that help children at this level are:

- **Globalization and interdependence** (refers to interaction, a combination of skills and opportunities to create common things, combining efforts with others to achieve greater successes)
- **Media literacy** (refers to the use of media for the provision of new and fair information, the creation and use of information, communication through

traditional and digital media, media criticism, media language and its impact on society, the expectations of citizens from the media and fair and safe use)

- **Personal development and life skills** (education for consumption and savings; respect for oneself and others, tolerance, self-restraint, the ability to negotiate; own initiative and preparations for the future)
- **Education for sustainable development** (refers to topics of general importance to influence the awareness of students for an active attitude towards environmental issues and phenomena, at the local and global level)

For the preparatory grade, the topics are simplified taking into account the age and capabilities of the children. During the work, the educator must pay attention to cross-curricular issues, so that in the planning phase, always analyze the teaching units wherewith cross-curricular issues are related in order to ensure integrated learning, which aims at including all important social aspects. This is achieved through activities and games that enable children to understand, explore, and preserve the environment they live in.

Assessment guidelines

The assessment of children's achievements is based on the educational program outcomes according to the child's age group. The assessment objective is not only the knowledge and skills but also the attitudes, values and behaviours of the children.

The educator develops a variety of assessment methods, for example:

- Uses encouraging words and expressions while learning.
- Pedagogically tactful correction of wrong movements.
- Determining the time for the realization of the motor activity based on individual progress;
- The distance in meters achieved by the motor action on the basis of individual progress;
- Overloading signs during physical and motor activities
- Describes and comment on the child's performance in the area of physical education in the child's personal portfolio

The child's portfolio is an opportunity for assessment and self-assessment, it is a summary of performance during the year for a certain area. It may contain practical thematic tasks, photos and CDs demonstrating motor skills for different program lines, engagements

Instructions for learning materials and resources

For the successful achievement of competencies in the area of Physical Education, Sports and Health, it is important to use different learning resources that motivate children and stimulate their progress in order to create habits and skills necessary for life.

For the most successful implementation of the Physical Education, Sports and Health curriculum, a wide range of learning resources should be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopedias, educational software, projects, various studies, analyzes and various reports of the relevant area and other books.

Educators and children may be engaged in designing and using the learning materials, e.g. the outcomes of projects carried out by children can become valuable learning resources.

CURRICULUM AREA: LIFE AND WORK

Subject curriculum/syllabus

Skills for Life

Subject curriculum/syllabus

Skills for Life

Content

Introduction

Purpose

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Assessment guidelines

Instructions for learning materials and resources

Introduction

The subject curriculum “Skills for Life” for the curricular area “Life and Work”, in the preparatory grade, aims to contribute to the achievement of first-level competencies through games, as the main learning activity, and achieve the area learning outcomes through the content.

This program aims to engage children voluntarily and encourage them to explore the surrounding environment through the topics.

Children of this age come from different family environments and with different backgrounds, so it is important that the subject curriculum “Skills for Life” must provide a variety of learning opportunities.

Through simple life situations and meaningful activities (games, simulations, etc.), the child learns through an active approach, and practices practical work at school, home and in the surrounding where he/she lives, developing skills for life and work.

Purpose

The purpose of the curriculum program “Skills for Life” is for the child to recognize materials, and select and use them for different functions through simple age-appropriate practical activities. Also, through the game, the child needs to get to know and manipulate concrete technical equipment, perform simple activities, get to know their operation, as well as become aware of care, maintenance and protection while working with them.

The program, through concepts, helps prepare children as individuals for life and work. The child begins to establish a culture of cooperation, contributor and co-participant in the family economy, as well as responsible for the preservation and maintenance of the living environment (home, school and the place where he/she lives).

Topics and learning outcomes

Children in the preparatory grade achieve the subject learning outcomes (SLO) of “Skills for Life” for the topics set out in the table below, deriving from the subject learning outcomes (SLO) of “Life and Work” of the first level (Level 1) of the Core Curriculum for Preparatory Grade and Primary Education:

Concept	ALO, TOPIC and SLO		
Personal development	<p>ALO: 1. Understanding and practising practical work at home, school and in the community</p> <p>1.1 Describes the differences and similarities between activities conducted at home and school</p> <p>1.2. Implements simple practical activities in the family, at home and in the classroom based on tasks clearly assigned by the teacher and parents.</p> <p>1.3. Education for sustainable development - protection and preservation of nature and the environment</p> <p>1.4. Describes the basic concepts of society, the environment and the family economy</p>		
	<table border="1"> <thead> <tr> <th data-bbox="375 720 626 779">Topic</th> <th data-bbox="626 720 1388 779">Subject Learning Outcomes (SLO)</th> </tr> </thead> </table>	Topic	Subject Learning Outcomes (SLO)
	Topic	Subject Learning Outcomes (SLO)	
<table border="1"> <tbody> <tr> <td data-bbox="375 779 626 1171"> Home environment, kindergarten and school </td> <td data-bbox="626 779 1388 1171"> <ul style="list-style-type: none"> ▪ Describes different residential objects such as houses, and buildings and through the game, it simulates the construction of objects, furniture... ▪ Conducts activities and takes actions at home, kindergarten and school and find the similarities and differences between them ▪ Conducts activities in cooperation with others through the game (cooks food, arranges the premise, prepares the table...) </td> </tr> </tbody> </table>	Home environment, kindergarten and school	<ul style="list-style-type: none"> ▪ Describes different residential objects such as houses, and buildings and through the game, it simulates the construction of objects, furniture... ▪ Conducts activities and takes actions at home, kindergarten and school and find the similarities and differences between them ▪ Conducts activities in cooperation with others through the game (cooks food, arranges the premise, prepares the table...) 	
Home environment, kindergarten and school	<ul style="list-style-type: none"> ▪ Describes different residential objects such as houses, and buildings and through the game, it simulates the construction of objects, furniture... ▪ Conducts activities and takes actions at home, kindergarten and school and find the similarities and differences between them ▪ Conducts activities in cooperation with others through the game (cooks food, arranges the premise, prepares the table...) 		
Development based on practical manual-handmade activities.	<p>ALO: 2. Enhancing personal qualities for life and work</p> <p>2.1 Distinguishes similarities and differences between peers in the classroom and at school, in terms of talents, interests and tendencies for various activities inside and outside of school.</p> <p>3. Using technology for daily life and work</p> <p>3.1 Identifies household appliances, equipment and machinery</p> <p>3.2 Identifies devices, tools and adequate materials to produce simple products based on personal initiatives or proposed by the supervisor or educator</p> <p>6. Promotion of safe conditions for life and work</p> <p>6.1 Identifies rules for protection and safety, distinguishes risks in daily life</p> <p>8. Communication in/for life and work</p> <p>8.1 Follows instructions during measuring, marking, safe cutting and shaping activities of various materials</p> <p>9. Education for sustainable development - protection and preservation of nature and the environment</p>		

	9.1 Identifies, describes and classifies recyclable material, basic from the household, distinguishing and sorting them for further use						
	<table border="1"> <thead> <tr> <th>Topic</th> <th>Subject Learning Outcomes (SLO)</th> </tr> </thead> <tbody> <tr> <td>Devices, tools and electronic equipment</td> <td> <ul style="list-style-type: none"> ▪ Identifies devices and work tools, uses them for games and various activities at home or kindergarten-school ▪ Describes the function of some electronic devices in daily life and uses them for work (e.g uses a PC to communicate with relatives, puts clothes in the washing machine, prints his drawings from a printer, etc.) </td> </tr> <tr> <td>Materials and recycling</td> <td> <ul style="list-style-type: none"> ▪ Distinguishes materials by type (e.g cotton, wood, leather, textile), uses them for his/her creations ▪ Creates different works using recycled materials - (natural, and artificial materials) </td> </tr> </tbody> </table>	Topic	Subject Learning Outcomes (SLO)	Devices, tools and electronic equipment	<ul style="list-style-type: none"> ▪ Identifies devices and work tools, uses them for games and various activities at home or kindergarten-school ▪ Describes the function of some electronic devices in daily life and uses them for work (e.g uses a PC to communicate with relatives, puts clothes in the washing machine, prints his drawings from a printer, etc.) 	Materials and recycling	<ul style="list-style-type: none"> ▪ Distinguishes materials by type (e.g cotton, wood, leather, textile), uses them for his/her creations ▪ Creates different works using recycled materials - (natural, and artificial materials)
Topic	Subject Learning Outcomes (SLO)						
Devices, tools and electronic equipment	<ul style="list-style-type: none"> ▪ Identifies devices and work tools, uses them for games and various activities at home or kindergarten-school ▪ Describes the function of some electronic devices in daily life and uses them for work (e.g uses a PC to communicate with relatives, puts clothes in the washing machine, prints his drawings from a printer, etc.) 						
Materials and recycling	<ul style="list-style-type: none"> ▪ Distinguishes materials by type (e.g cotton, wood, leather, textile), uses them for his/her creations ▪ Creates different works using recycled materials - (natural, and artificial materials) 						
Career counselling and career guidance (familiarity with elementary concepts, work and occupation). Handmade work with technology elements (Technology including ICT)	ALO: 4. Using ICT to advance learning and the quality of daily life 4.1. Uses personal computer for initial communication 7. Preparation for professional life and future career 7.1. Identifies the activities and the activity providers that take place at home, preschool institution/school and community. 8. Communication in/for life and work 9. Education for sustainable development - protection and preservation of nature and the environment 9.1 Describes the basic concepts of society, the environment and the household						
	<table border="1"> <thead> <tr> <th>Topic</th> <th>Subject Learning Outcomes (SLO)</th> </tr> </thead> <tbody> <tr> <td>Occupations</td> <td> <ul style="list-style-type: none"> ▪ Talks about some occupations, identifies the work tools (clothes, machines, etc.) that they use, ▪ Plays role-playing games with different occupations ▪ Plays role-playing game imitating professionals shows his/her inclinations for the preferred occupation ▪ Uses electronic tools for various works </td> </tr> </tbody> </table>	Topic	Subject Learning Outcomes (SLO)	Occupations	<ul style="list-style-type: none"> ▪ Talks about some occupations, identifies the work tools (clothes, machines, etc.) that they use, ▪ Plays role-playing games with different occupations ▪ Plays role-playing game imitating professionals shows his/her inclinations for the preferred occupation ▪ Uses electronic tools for various works 		
	Topic	Subject Learning Outcomes (SLO)					
Occupations	<ul style="list-style-type: none"> ▪ Talks about some occupations, identifies the work tools (clothes, machines, etc.) that they use, ▪ Plays role-playing games with different occupations ▪ Plays role-playing game imitating professionals shows his/her inclinations for the preferred occupation ▪ Uses electronic tools for various works 						
Work and education for entrepreneurship Education for sustainable development	ALO: 5. Entrepreneurship and business plan development exercise 5.1 Through practical activities in the household, he/she understands and experiences the factors that must be taken into consideration 8. Communication in/for life and work 8.1 Follows instructions during measuring, marking, and safe cutting activities 9. Education for sustainable development protection and preservation of nature and the environment 9.1. Describes the basic concepts of society, the environment and the household						
	<table border="1"> <thead> <tr> <th>Topic</th> <th>Subject Learning Outcomes (SLO)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Topic	Subject Learning Outcomes (SLO)				
	Topic	Subject Learning Outcomes (SLO)					

	Family budget planning	<ul style="list-style-type: none"> ▪ Simulates the sale of goods, creating the market and playing the role of seller and buyer ▪ Distinguishes the value of money according to the form and determines the desire to buy. ▪ Gives ideas for creating a list of things needed for work, justifying their importance
--	------------------------	---

Methodological guidelines

Teaching methodologies of the subject curriculum: “Skills for Life” of the area “Life and Work” in the preparatory grade apply the teaching principles defined in the Core Curriculum to promote the development of learning competencies.

Subject curriculum: “Skills for Life” in this grade is developed integrated with other areas such as language learning, mathematics, learning about the environment, civic education, arts, etc., but realizing the possible connections that the topics selected by the educator, or the topics suggested by him/her can create connections between the learning outcomes that the different areas offer and can apply them in practice. Subject methodology: “Skills for Life” in the preparatory grade recommends working in groups and learning through projects, which integrates and combines within itself a theme for all areas of development, predetermined in the area and based on development and learning standards in early childhood 0-6 years.

The educator mainly focuses on these aspects:

- teaching through games and workshops, simulating life and work activities

- Competency-based teaching and learning;
- child-centred teaching;
- integrated teaching and learning;
- development of cross-curricular topics.
- development of sustainable education activities.

The educator is suggested to build his/her work on:

- determining the topic to deliver;
- listing methods, techniques and strategies based on interaction;
- enabling access to all the most necessary tools that children need
- constant motivation, encouragement and praise in children;
- informing and keeping constant contact with parents about their children's progress

Establishing educator-child relations is the interaction where the environment, child-to-child cooperation, and the use of tools and materials, always stimulate the active participation of children in learning. Learning through games and group or individual exercises are considered a priority.

The subject “Skills for Life” has strong and close relations with other teaching subjects of the preparatory grade of other curricular areas.

Guidelines for the implementation of cross-curricular issues

Within the subject: “Skills for Life” one of its important goals should be the inclusion of cross-curricular issues, which will help to achieve the main competencies foreseen by the CC. The cross-curricular issues that must be taken into consideration at this level, and that can be addressed continuously at other levels, are:

- Education for democratic citizenship
- Peace literacy
- Globalization and interdependence
- Media literacy, and
- Education for sustainable development

Subject curriculum: “Skills for Life” should be implemented in such a way as to enable children to acquire and gradually implement the main competencies foreseen by the CC.

The lesson organization should focus on what the children should know and what they should be able to do. It is reflected through knowledge, skills, and habits, but also through attitudes and behaviours that they should reflect.

Assessment guidelines

In accordance with the principles of the competency-based learning approach, assessment is considered a teaching element which focuses on the level of competency achievement. The content assessment relates to mastery of knowledge and demonstration of skills through reliable indicators of children's progress. During the assessment, the educator should take into account the subject learning outcomes for the grade, taking into account level outcomes.

The assessment of children's achievement in the preparatory grade is carried out through evidence of continuous assessments, classroom observation, and practical work, in particular, assessment through the portfolio, while the reporting of children's achievements is done through descriptions with constructive comments in narrative form - as an assessment of the child's psycho-social development.

Instructions for learning materials and resources

In this class, the educator has the discretion to use all resources (photos, illustrations, flyers, books), tools and materials (leaves, stones, wood, plastic bottles, various seeds, threads, etc.) to achieve the highest possible results within the age requirements of the children and help achieve the results and subject competencies for this grade. Also, the educator is preferred to suggest parents stimulate their children to use resources, tools and materials, even in daily life in a way that presents a continuation of the work initiated by the educator and cooperation with the family.