International Primary Curriculum Learning Goals

The International Primary Curriculum (IPC) Learning Goals form the basis of the IPC. They are a framework of what your child may possibly know, what they may be able to do, and what understandings they may develop as they progress through Tenby Schools, Ipoh.

There are three main types of IPC learning goals. They are:

- Subject
- Personal
- International

Subject Goals

The IPC has subject Learning Goals for various subjects. The table below shows the subjects covered by the class teacher, and the subjects covered by specialist teachers:

<table>
<thead>
<tr>
<th>Subjects covered by the class teacher</th>
<th>Subjects covered by the specialist teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design &amp; Technology (D &amp; T)</td>
<td>Art</td>
</tr>
<tr>
<td>Geography</td>
<td>Information Technology (ICT)</td>
</tr>
<tr>
<td>History</td>
<td>Music</td>
</tr>
<tr>
<td>International</td>
<td>Physical Education (P.E.)</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Society</td>
<td></td>
</tr>
</tbody>
</table>

The subject goals of the IPC cover knowledge, skills and understanding.

In Tenby Schools, Ipoh, we have created our own definitions of knowledge, skills, and understanding. Also, we have linked images with each type of subject learning goal. These are found in the table below:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge is to know and apply facts about the world around us. We can prove if it is right or wrong.</td>
<td>Skills are actions that we are able to do. We practice skills over time to improve our performance.</td>
<td>Understanding is using our knowledge and skills in different contexts to help make deeper connections in our learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Books</th>
<th>Clapperboard</th>
<th>Light blub</th>
</tr>
</thead>
</table>
**How to identify a knowledge, skill or understanding subject learning goal?**

A **knowledge** subject learning goal begins with **‘Know...’**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 1.1</td>
<td><strong>Know</strong> that scientific enquiry involves asking questions and collecting evidence through observation and measurement.</td>
</tr>
<tr>
<td>Geography 2.1</td>
<td><strong>Know</strong> how particular localities have been affected by human activities.</td>
</tr>
<tr>
<td>International 3.4</td>
<td><strong>Know</strong> about similarities and differences between the lives of people in different countries.</td>
</tr>
</tbody>
</table>

A **skill** subject learning goal begins with **‘Be able to...’**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1.2</td>
<td><strong>Be able to</strong> use a variety of materials and processes.</td>
</tr>
<tr>
<td>Music 2.1</td>
<td><strong>Be able to</strong> recognise and explore the ways that sounds can be organized and used expressively.</td>
</tr>
<tr>
<td>ICT 3.4</td>
<td><strong>Be able to</strong> interpret their findings.</td>
</tr>
</tbody>
</table>

An **understanding** subject learning goal begins with **‘Understand...’**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 1.10</td>
<td><strong>Understand</strong> that the past is represented in a variety of ways.</td>
</tr>
<tr>
<td>Physical Education 2.11</td>
<td><strong>Understand</strong> the importance of warming up before an activity.</td>
</tr>
<tr>
<td>Technology 3.14</td>
<td><strong>Understand</strong> the ways in which technology can be used to meet needs, wants and opportunities of some groups of people.</td>
</tr>
</tbody>
</table>

**Personal Goals**

Fieldwork Education have identified 8 personal goals that they believe are necessary for children of the 21st century. These personal goals are abilities and characteristics that children will need to equip them for an ever-changing world. The 8 personal goals are:

1) Adaptability  
2) Communication  
3) Cooperation  
4) Enquiry  
5) Morality  
6) Resilience  
7) Respect  
8) Thoughtfulness

(Use sticker images)

As a school, we also believe in the importance of International Mindedness. Our desire to see International Mindedness develop in our learners has led us to making it the ninth Personal Goal.

Every three to four weeks, we will have a whole-school focus on a particular personal goal. However, we still encourage the learners to develop the other personal goals as we use the IPC.
In Tenby Schools, Ipoh, we do the following things to help develop the personal goals in our learners:

- We provide a stimulating and challenging curriculum that allows your child/ward to practice the personal goals.
- We use PSE (Personal and Social Education) lessons to further develop your child/ward’s knowledge, skills and understanding of each personal goal.
- We have an ‘IPC Personal Goals Reward System’ to reward your child/ward when they show progress in a particular personal goal.
- We use the ‘Golden Book’ to praise when your child/ward has show progress in a personal goal during the previous school week.

**International Goals**

Fieldwork Education have included learning goals within the IPC that help children develop their awareness of national and international views. As the world that we live in becomes better connected, it is important that your child’s international perspective expands to help them become global citizens.

**Adaptability**

You can help your child/ward improve their adaptability skills by:

- Asking them to do a familiar routine in a different way.
- Change the rules to an activity/task while they are doing it.
- Take a different route to a familiar place.
- Make small changes to your child/ward’s daily routine.
- Discuss how a character deals with change in a story/movie. Ask your child/ward how they would deal with the situation.

- For example, Tom has moved to a new city, New York, because of his father’s job. You could ask questions like ‘What does Tom do to help him settle into his new school?’ or ‘What would you do if you had to live in New York? Why?’

**Communication**

You can help your child/ward improve their communication skills by:

- Asking your child/ward to say the same sentence with different tones (soft, loud) and expressions (happy, angry).

  - **Charades** – Charades is a word guessing game. One player will see a phrase and must ‘act out’ the phrase for the other players by only using mime.
  - **Telephone** – A phrase will be whispered once in the ear of a player. They will whisper this to the next player. This continues until all players have heard the phrase. The last player will say what they heard, and then the first player will say what they have heard. (Adaptation of the game: The first player could write a sentence. The second player could draw a picture to express the sentence. The pattern is repeated until all players have had a go).
  - **Pictionary** – One player will be given a phrase. They will have to draw the phrase using symbols (no words). The other players must guess what the phrase is in one minute.
- **Backdraw** – All players sit in a single-file line. The person at the back of the line will be shown an image. They will draw this image with their finger on the back of the person in front of them. This continues until the person at the front of the line has had the image drawn on their back. They will then draw what they felt on a piece of paper. Show the original image and the team’s drawing and compare how similar or different they are.

  - Listening actively to your child/ward when they speak to you.
  - Inviting your child/ward to repeat what you have said in their own words.
  - Allowing your child to speak fully before you answer them.
  - Encouraging your child to learn another language.

**Cooperation**

You can help your child/ward improve their cooperation skills by:

  - Creating a timetable for your household chores.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweep floor</td>
<td>Jason</td>
<td>Abigail</td>
<td>Francesca</td>
<td>Aaron</td>
<td>Jason</td>
</tr>
<tr>
<td>Wash dishes</td>
<td>Abigail</td>
<td>Francesca</td>
<td>Aaron</td>
<td>Jason</td>
<td>Abigail</td>
</tr>
<tr>
<td>Clear table</td>
<td>Francesca</td>
<td>Aaron</td>
<td>Jason</td>
<td>Abigail</td>
<td>Francesca</td>
</tr>
<tr>
<td>Feed pet</td>
<td>Aaron</td>
<td>Jason</td>
<td>Abigail</td>
<td>Francesca</td>
<td>Aaron</td>
</tr>
</tbody>
</table>

  - Encouraging your child/ward to participate in team games or sports.
  - Setting them challenges that require them to work with other people.
  - Focusing on being fair and taking turns when playing games at home.

**Enquiry**

You can help your child/ward improve their enquiry skills by:

  - Allowing your child to observe everyday routines. Encourage them to make notes on the order activities take place.
  - Playing ‘20 Questions’ with your child/ward.
    - **20 Questions** - One person chooses a person, a place, an animal or a thing. The other players must ask questions with a ‘yes’ or ‘no’ answer. The players only have 20 questions to try to work out the answer.
  - Creating a ‘Question of the Day’ box. Allow your child to find the answer to the question.

    Why is Pluto no longer a major planet?

  - Playing ‘Which do you prefer?’ Ask your child to give a reason(s) for their answer.
    - For example, ‘Which do you prefer – hot or cold weather?’
  - Playing ‘Odd One Out’. Each person is given three objects, and they must explain which is the odd one out and why.
    - For example, a child is shown a telephone, a wheel and a light bulb. “I think that the wheel is the odd one out, because it was not invented in the 19th century.”
- Encouraging your child/ward to research something that interests them.
- Asking your child to create a mind map on a topic. Get them to draw branches to connect any information that fits together.

```
yellow fruits
  - banana
  - mango
  - lemon
  - pineapple
  - durian
red fruits
  - apple
  - strawberry
  - red plum
  - cherry
other fruits
  - blueberry
  - rambutan
  - gooseberry
orange fruits
  - orange
  - mandarin
  - grapefruit
  - peach
green fruits
  - apple
  - pear
  - kiwi fruit
  - lime
```

- Reading part of a story or showing part of a TV programme. Encourage your child to predict how it ends.
- Showing drawings/photographs/pictures of your host country in the past and today. Ask your child/ward to list what is similar and what is different.
- Playing pattern games with your child.

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- □ ⬝ □ ⬝ □ ⬝ □ ?
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**Morality**

You can help your child/ward improve their morality skills by:

- Giving your child/ward age-appropriate household chores.
- Encouraging your child to donate items or raise money for charity.
- Reading fables or watching movies with a moral in them. Ask your child/ward to explain what the moral of the fable/movie is.
- Getting your child/ward to act out different scenarios. Get them to act out the right way to deal with the problem, and the wrong way to deal with the problem.
  - *For example, a boy breaks his Mum’s favourite ornament. He throws it away to avoid being caught. The Mum asks her son if he knows what has happened to the ornament.*
- Discussing moral dilemmas with your child/ward. Encourage them to be honest about how they would handle the situation.
  - *For example, your child/ward has seen another pupil drop ten ringgit on the floor. The pupil is not aware they have lost the money. You could ask ‘What would you do in this situation?’ or ‘How would you feel if someone did not give you back your money?’*
- Sharing an article in the news about moral issues. Ask your child to share what they think is right and wrong with the issue.
- Asking your child/ward to create a piece of art that expresses their moral values.
- Choosing a ‘Moral of the Day’. Reward your child/ward if you see them acting out this moral in everyday activities.
Resilience

You can help your child/ward improve their resilience skills by:

- Praising your child/ward for accomplishing a task.
- Providing some advice/prompts if your child/ward is having difficulty with a task.
- Persuading your child/ward to help with tasks at home.
- Encouraging your child/ward to develop their own daily routine.
- Advising your child/ward to take a break if they are having problems.
- Helping your child/ward to set goals for their lives. Get them to think of the steps they need to take and celebrate when they achieve them.
- Asking your child/ward to share what they have learnt following a tough situation. Share your own experiences to help them learn how to discuss this with you.
- Encouraging your child/ward to think about their strengths when they are finding something hard.

Respect

You can help your child/ward improve their respect skills by:

- Creating family rules for particular behaviours.
- Encouraging your child/ward to say “Please” and “Thank You”.
- Setting clear instructions on how you would like your child/ward to act in a situation, and the rewards and consequences of their actions.
- Asking your child/ward to write ‘Thank You notes’.
- Informing your child/ward of any compliments you have heard from other people.
- Sticking to your promises. Encourage your child/ward to mean what they say.

Thoughtfulness

You can help your child/ward improve their thoughtfulness skills by:

- Encouraging your child/ward to think about doing, or saying something before they carry it out.
- Practicing sharing your ideas or belongings with your child/ward. Encourage them to do the same with their things.
- Donating toys, books, or money to charity.
- Volunteering for local community service acts.
- Reading a book to your child in which a character gets angry or upset. Ask your child/ward “How would you feel if you were in __________’s situation?” and “How would you like someone to help you?”
- Establishing a ‘Good Deed for the Day’. Encourage your child/ward to do one good deed for someone else. Discuss with your child/ward how they felt afterwards.
Websites used for information:

http://www.wikihow.com/Develop-Good-Communication-Skills
http://www.home-speech-home.com/how-to-improve-communication-skills.html
http://www.wikihow.com/Teach-Your-Child-Good-Interpersonal-Communication-Skills
http://www.wikihow.com/Develop-Good-Communication-Skills
https://education.staffordshire.gov.uk/Curriculum/Subjectareas/Science/Primary/enquiry/
http://resilnet.uiuc.edu/library/grotb95b.html
http://www.apa.org/helpcenter/resilience.aspx#
http://www.teach-nology.com/tutorials/teaching/respect/
http://psychology.about.com/od/crisiscounseling/tp/become-more-resilient.htm