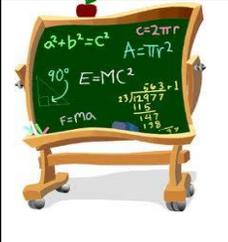


## 21. THE PRIMARY CURRICULUM

**TASK 1.** Name the curriculum subjects illustrated by the pictures (<http://www.google.it/imgres?imgurl>). Then group the words given in the box according to the subject they refer to. Complete the table. (Note: Some words might fit into more than one category).

	<p>MATHEMATICS</p> <p>add, ...</p>
	
	
	
	
	

add, animals, brush, catch, chant, clap, compose, compute, count, cut, decimals, describe, discuss, divide, draw, earth, energy sources, environmental pollution, fraction, glue, hide and seek, improvise, ink, insects, skipping rope (AmE - jump rope), kick, knitting, listen, multiply, odd and even numbers, paints, pictures, plants, plasticine, poem, punctuation, raw materials, read, recite, rhythm, run, scissors, seasons, sewing, sing, solve problems, sound, spell, square, story, subtract, throw, tune, vocabulary, voice, weaving, write

**TASK 2. Read the text and answer the questions.**

1. What kind of information is presented in the text?
  - (A) Description of various subject lessons.
  - (B) Methods to be used in different subject lessons.
  - (C) Attainment targets for different subjects.
2. Who is the addressee of this text?
  - (A) Primary pupils
  - (B) Primary teachers
  - (C) Educational policy makers
3. What type of text is it?
  - (A) Report on pupil's progress
  - (B) Research article
  - (C) Curriculum guidelines

**TASK 3. Read the text again and decide if these ideas are expressed in the text. Tick (✓) the box if they are included or put a cross (x) if the ideas are not in the text.**

1. Pupils can analyse different musical styles and their cultural context.	
2. Pupils can choose the physical exercises which are most suitable for them.	
3. Pupils can understand and use algebraic formulae.	
4. Pupils can write lengthy compositions in a foreign language.	
5. Pupils understand the aim of their creative work and what materials should be used.	
6. Pupils understand different opinions about ecology.	

## THE PRIMARY CURRICULUM: ATTAINMENT TARGETS

**MUSIC.** Pupils recognize the characteristics and expressive potential of selected musical resources, genres, styles and traditions. They perform, improvise and compose extended compositions, both within melodic and rhythmic phrases and overall form. They explore different styles, genres and traditions working by ear. They see the differences between musical styles, genres and traditions and comment on the relationship between the music and its cultural context.

**PHYSICAL EDUCATION.** Pupils usually distinguish and apply advanced skills, techniques and ideas, show high standards of precision, control and originality. They evaluate their own work and fitness on the quality and effectiveness of performance. They plan ways in which their own performance could be improved. They use their knowledge of health and fitness to plan and evaluate their own exercise and activity programme.

**MATHEMATICS.** Pupils solve problems involving calculating with roots and numbers expressed in standard form. They use fractions or percentages to solve problems. They evaluate algebraic formulae, exchanging fractions, decimals and negative numbers. They calculate one variable, given the others, in formulae such as  $V=\pi r^2h$ . Pupils use algebraic formulae, equations and expressions, finding common factors and multiplying two linear expressions. They know that  $a^2-b^2=(a+b)(a-b)$ . They solve inequalities in two variables.

**MODERN FOREIGN LANGUAGES.** Pupils understand longer passages made up of familiar language in simple sentences spoken at near normal speed. Pupils take part in simple conversations supported by visual cues. Their pronunciation is generally accurate and they show some consistency in their intonation. Pupils understand short stories and factual texts, printed or clearly handwritten. They understand main points and some details. Pupils write individual paragraphs of about three or four simple sentences. They are beginning to use their knowledge of grammar to adapt individual words and set phrases. They are beginning to use dictionaries to check words they have learnt.

**ARTS & CRAFTS/TECHNOLOGIES.** Pupils use a range of strategies to develop appropriate ideas. When planning, they make decisions on materials and techniques based on their understanding of the physical properties of materials. They organise their work so that they can carry out work accurately and use tools and materials with precision. They identify the criteria for evaluating their products, relating their work to the purpose for which the products were designed and the appropriate use of resources.

**GEOGRAPHY.** Pupils show their knowledge, skills and understanding in studies of a wide range of places and environments in different parts of the world. They offer explanations for interactions between physical and human processes. They explain changes in the characteristics of places over time, in terms of location, physical and human processes. They recognise the causes and consequences of environmental issues and understand a range of views about them and different approaches to tackling them.

**TASK 4. Match the verbs on the left with the nouns on the right to make meaningful collocations.  
Make as many as you can.**

- |               |              |
|---------------|--------------|
| 1. Apply      | skills       |
| 2. Compose    | causes       |
| 3. Recognise  | strategies   |
| 4. Solve      | compositions |
| 5. Understand | problems     |
| 6. Use        | paragraphs   |
| 7. Write      | texts        |

**TASK 5. Rearrange the words to make true sentences.**

1. pupils / music / various / to / of / and / them / styles / analyse / listen
2. and / the relationship / see / music / cultural context / between / its / they
3. improve / plan / how / their / in PE / skills / pupils / to
4. fractions / solve / to / use / pupils / problems
5. longer / in / pupils / language / spoken / passages / a / understand / foreign
6. quite / pronunciation / intonation / good / their / and / are
7. use / make / to / various / art / techniques / objects / pupils
8. their / they / own / can / products / evaluate
9. problems / pupils / know / solve / environmental / to / how

## ANSWERS

### 21. THE PRIMARY CURRICULUM

#### TASK 1.

##### Mathematics:

add, compute, count, decimals, divide, fraction, multiply, odd and even numbers, solve problems, square, subtract

##### Languages:

compose, describe, discuss, ink, poem, punctuation, read, recite, spell, story, vocabulary, write

##### Physical Education:

catch, hide and seek, human body, skipping / (AmE - jump rope), kick, run, throw

##### Music:

chant, clap, compose, describe, discuss, improvise, listen, rhythm, sing, sound, tune, voice

##### Arts and Crafts/Technologies:

brush, cut, draw, glue, knitting, paints, pictures, plasticine, scissors, sewing, weaving

##### Geography/ Knowledge of the World:

animals, discuss, earth, energy sources, environmental pollution, insects, plants, raw materials, seasons

#### TASK 2.

1. C Attainment targets for different subjects.
2. B Primary teachers
3. C Curriculum guidelines

#### TASK 3.

1. Pupils can analyse different musical styles and their cultural context. ✓
2. Pupils can choose the physical exercises which are most suitable for them. ✓
3. Pupils can understand and use algebraic formulae. ✓
4. Pupils can write lengthy compositions in a foreign language. X
5. Pupils understand the aim of their creative work and what materials should be used. ✓
6. Pupils understand different opinions about ecology. ✓

**TASK 4.**

1. **Apply** skills, strategies
2. **Compose** compositions, paragraphs, texts
3. **Recognise** causes, problems
4. **Solve** problems
5. **Understand** causes, problems, texts
6. **Use** skills, strategies
7. **Write** compositions, paragraphs, texts

**TASK 5.**

1. Pupils listen to various styles of music and analyse them.
2. They see the relationship between music and its cultural context.
3. Pupils plan how to improve their skills in PE.
4. Pupils use fractions to solve problems.
5. Pupils understand longer spoken passages in a foreign language.
6. Their pronunciation and intonation are quite good.
7. Pupils can use various techniques to make art objects.
8. They can evaluate their own products.
9. Pupils know how to solve environmental problems.