

## English Syllabus (Primary): Topics related to garden projects

Comprehensive support materials and teaching activities related to school kitchen gardens are available on the *Sustainability and Stories/Greening Island Schools* website: <https://sustainability-and-stories.org/schools-starting-a-garden/>

The primary syllabus has many affordances across key learning areas for linking teaching and learning to school kitchen garden projects. This document presents curriculum links from the following key stages, competency and learning areas. It draws on the [Maldives National Curriculum Framework](#) and the relevant [syllabi](#).

### Key stages

- Key stage 1
  - Grade 1
  - Grade 2
  - Grade 3
- Key stage 2
  - Grade 4
  - Grade 5
  - Grade 6

### Key competency

- Using Sustainable Practices

### Key learning areas

- Language and Communication
  - Listening and Speaking
  - Reading and Viewing
  - Writing and Representing

Key Stage	Grade	<p><b>Key Learning Area: Language and Communication</b></p> <p><b>Key Competency: Using Sustainable Practices</b></p>
1	1	<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>• Engage in classroom conversations in dual language with support and contribute to interactions.</li> <li>• Listen to short texts to extract literal information and begin to make inferences.</li> <li>• Listen and respond in dual language with support for a variety of purposes.</li> <li>• Talk about characters and events in texts and relate them to personal experience, using dual language with support.</li> <li>• Use polite verbal language and non-verbal cues to speak clearly at an appropriate volume and pace.</li> <li>• Use skills and strategies of effective listeners to create meaning of oral texts from the speaker(s)' words and expressions, tone and body language.</li> </ul>
	1	<p><b>Reading and viewing</b></p> <ul style="list-style-type: none"> <li>• Read with some understanding familiar texts with prompt and support using phonics and sight words.</li> <li>• Use features of short texts and illustrations with prompt and support to identify and locate information.</li> <li>• Engage in reading/viewing a range of texts for pleasure, to improve fluency and to develop a positive attitude towards reading.</li> <li>• Read and view texts to understand characters and events and relate them to personal experience.</li> <li>• Read short familiar texts drawing meaning from prior knowledge, context and content.</li> <li>• Demonstrate developing skills and strategies to read, view and comprehend short texts based on familiar topics.</li> <li>• Recognize common word transformations and language devices used in texts.</li> <li>• Recognize differences between narratives, recounts and information texts.</li> </ul>
	1	<p><b>Writing and representing</b></p> <ul style="list-style-type: none"> <li>• Create short personal and imaginative writings and representations for a variety of purposes using a combination of drawings, words or sentences.</li> <li>• Write and create representations of a range of information texts for a variety of purposes using words or sentences, text features and multimodal elements.</li> <li>• Write words, phrases and sentences using taught phonemes, correct letter form and direction, and appropriate spacing of letters in/between words.</li> <li>• Begins to practice the process skills of writing to create imaginative and informative texts.</li> <li>• Creates texts using correct sentence-level grammar, spelling and punctuation.</li> <li>• Creates texts using appropriate text structures (sequence and description) and features (headings, sub-headings, drawings, numbering and bullets) for effect.</li> </ul>

Key Stage	Grade	<b>Key Learning Area: Language and Communication</b> <b>Key Competency: Using Sustainable Practices</b>
1	2	<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>Engage in classroom conversations and contribute to discussions to extend the interaction.</li> <li>Listen to short texts to extract, organize literal information and make inferences.</li> <li>Communicate on familiar topics for a variety of audiences and purposes.</li> <li>Discuss themes, settings, characters and events and relate them to personal experiences and those of others.</li> <li>Use active listening strategies and respond clearly using polite verbal language, intonation, and non-verbal cues.</li> <li>Use skills and strategies of effective listeners to create meaning of oral texts from the speaker(s)' words and expressions, tone and body language.</li> </ul>
	2	<p><b>Reading and viewing</b></p> <ul style="list-style-type: none"> <li>Read with understanding familiar and less familiar texts with accuracy and increasing speed.</li> <li>Use features of a variety of short texts and illustrations to locate, infer and organize information.</li> <li>Engage in reading/viewing a wide range of texts for pleasure, to improve fluency and to develop a positive attitude towards reading.</li> <li>Read and view texts to understand themes, settings, characters and events and relate them to personal experiences and those of others.</li> <li>Read short texts drawing meaning from prior knowledge, context and content.</li> <li>Use an increasing range of skills and strategies to read, view and comprehend texts on familiar and less familiar topics.</li> <li>Recognize common word transformations and language devices used in texts to enhance meaning.</li> <li>Begin to recognize differences in form and expressions between narratives, recounts and information texts.</li> </ul>
	2	<p><b>Writing and representing</b></p> <ul style="list-style-type: none"> <li>Create short personal and imaginative writings and representations for a variety of purposes using a combination of drawings, words or sentences.</li> <li>Write and create representations of a wide range of information texts for a variety of purposes using sentences, text features and multimodal elements.</li> <li>Write words, phrases and sentences with increasing speed using correct letter form, direction and height, and appropriate spacing of letters in and between words.</li> <li>Engages in the process skills of writing to create imaginative and informative texts for a specific purpose.</li> <li>Creates texts using correct sentence-level grammar, word choice, spelling, punctuation and language devices encountered in texts.</li> <li>Creates personal and imaginative writings and information texts using appropriate text structures (sequence, description and compare-contrast) and features (headings, sub-headings, drawings, numbering and bullets).</li> </ul>

Key Stage	Grade	<p><b>Key Learning Area: Language and Communication</b>  <b>Key Competency: Using Sustainable Practices</b></p>
1	3	<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>• Engage in classroom conversations and contribute to discussions to extend and widen the interaction.</li> <li>• Listen to longer texts, extract and organize literal information and make inferences.</li> <li>• Communicate on familiar topics for a variety of audiences and purposes to a greater extent.</li> <li>• Explore themes, settings, characters and events from different view-points to compare texts.</li> <li>• Use active listening strategies and respond using polite verbal language, intonation, and non- verbal cues to enhance meaning</li> <li>• Use skills and strategies of effective listeners to create meaning of oral texts from the speaker(s)' words and expressions, tone and body language.</li> </ul>
	3	<p><b>Reading and viewing</b></p> <ul style="list-style-type: none"> <li>• Read with understanding a range of texts with accuracy, fluency and understanding.</li> <li>• Use features of a variety of texts and illustrations to extract, infer, organize information.</li> <li>• Engage in reading/viewing a wide range of texts for pleasure, to improve fluency and to develop a positive attitude towards reading.</li> <li>• Read and view texts to explore themes, settings, characters and events from different view-points.</li> <li>• Read longer texts drawing meaning from prior knowledge, context and content.</li> <li>• Use an increasing range of skills, strategies and knowledge to read, view and comprehend longer texts on familiar and less familiar topics.</li> <li>• Recognize word transformations and language devices of increasing sophistication used in texts to enhance meaning.</li> <li>• Understand and recognize that form and language expressions used in texts vary with purpose.</li> </ul>
	3	<p><b>Writing and representing</b></p> <ul style="list-style-type: none"> <li>• Create short personal and imaginative writings and representations for a variety of purposes and audiences.</li> <li>• Write and create representations of a wide range of information texts for a variety of purposes and audiences using sentences, text features and multimodal elements.</li> <li>• Write words, phrases and sentences with increasing speed using correct letter form, direction and height, appropriate spacing of letters in and between words and begins to join letters.</li> <li>• Engages in the process skills of writing to create imaginative and informative texts for a specific purpose and known audience.</li> <li>• Creates texts using correct sentence-level grammar, word choice, spelling, punctuation and language devices encountered in texts read in class to enhance meaning.</li> <li>• Creates personal and imaginative writings and information texts using appropriate text structures (sequence, description, compare- contrast, cause-effect, and problem-solution) and features (headings, sub-headings, drawings, numbering and bullets).</li> </ul>

Key Stage	Grade	<b>Key Learning Area: Language and Communication</b> <b>Key Competency: Using Sustainable Practices</b>
2	4	<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>• Use speaking and listening to interact with others for a variety of purposes in a range of contexts</li> <li>• Listen and respond to a range of grade- appropriate texts and demonstrate comprehension</li> <li>• Use speaking to explore, express and present ideas, information and feelings clearly</li> <li>• Engage in speaking and listening to explore and respond to texts creatively and imaginatively</li> <li>• Demonstrate positive listening and speaking behaviour in different interactive situations</li> <li>• Demonstrate the skills and strategies of effective speakers when expressing and presenting ideas, information and experiences.</li> <li>• Use the features of oral language to convey and derive meaning in different interactive situations</li> </ul>
	4	<p><b>Reading and viewing</b></p> <ul style="list-style-type: none"> <li>• Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts (e.g. story, poem )</li> <li>• Read fluently and demonstrate comprehension of grade – appropriate information texts (non-fiction)</li> <li>• View and demonstrate comprehension of visual texts with specialised features (e.g. films, posters, advertisements, photographs, illustrations, diagrams, maps)</li> <li>• Use a variety of strategies before reading and viewing to enhance comprehension of texts in different media and technologies</li> <li>• Use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning of texts in different media and technologies</li> <li>• Uses a variety of strategies after reading and viewing to confirm and extend meaning</li> <li>• Demonstrate awareness of how to reflect upon own reading and viewing strategies</li> <li>• Understand and apply the knowledge of language forms and features of texts to derive meaning</li> </ul>
	4	<p><b>Writing and representing</b></p> <ul style="list-style-type: none"> <li>• Create a variety of clear personal and imaginative writing and representations for a variety of purposes</li> <li>• Create a variety of informational texts and representations for a range of purposes and audiences</li> <li>• Use ICT to inquire, create texts, and communicate with others</li> <li>• Use a variety of strategies before writing and representing to generate ideas</li> <li>• Use a variety of strategies during writing and representing to express and refine thoughts</li> <li>• Use a variety of strategies after writing and representing to improve own work</li> <li>• Reflect on and assess their own writing and representing</li> <li>• Use the features and conventions of language to express meaning through writing and representing</li> </ul>

Key Stage	Grade	<b>Key Learning Area: Language and Communication</b> <b>Key Competency: Using Sustainable Practices</b>
2	5	<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>• Use speaking and listening to interact with others in a variety of forms for a variety of purposes and audiences.</li> <li>• Listen and respond to a range of grade- appropriate texts and demonstrate comprehension</li> <li>• Use speaking to explore, express and present ideas, information and feelings clearly</li> <li>• Engage in speaking and listening to explore and respond to texts creatively, interpretively and imaginatively</li> <li>• Demonstrate positive listening and speaking behaviour appropriate for the purpose of communicating</li> <li>• Demonstrate the skills and strategies of effective speakers when expressing and presenting ideas, information and experiences.</li> <li>• Use the features of oral language to convey and derive meaning in different interactive situations</li> </ul>
	5	<p><b>Reading and viewing</b></p> <ul style="list-style-type: none"> <li>• Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts (e.g. story, poem )</li> <li>• Read fluently and demonstrate comprehension of grade – appropriate information texts (non-fiction)</li> <li>• View and demonstrate comprehension of visual texts with specialised features (e.g. films, posters, advertisements, photographs, illustrations, diagrams, maps)</li> <li>• Use a variety of strategies before reading and viewing to enhance comprehension of texts in different media and technologies</li> <li>• Use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning of texts in different media and technologies</li> <li>• Selects and uses strategies after reading and viewing to confirm and extend meaning</li> <li>• Demonstrate awareness of how to reflect upon own reading and viewing strategies</li> <li>• Understand and apply the knowledge of language forms and features of texts to derive meaning</li> </ul>
	5	<p><b>Writing and representing</b></p> <ul style="list-style-type: none"> <li>• Create clear, focused personal and imaginative writing and representations for a range of purposes and audiences</li> <li>• Create a variety of informational texts and representations for a range of purposes and audiences</li> <li>• Use ICT to inquire, create texts, and communicate with others</li> <li>• Use a variety of strategies before writing and representing to generate ideas</li> <li>• Use a variety of strategies during writing and representing to express and refine thoughts</li> <li>• Use a variety of strategies after writing and representing to improve own work</li> <li>• Reflect on and assess their own writing and representing</li> <li>• Use the features and conventions of language to express meaning through writing and representing</li> </ul>

Key Stage	Grade	<b>Key Learning Area: Language and Communication</b> <b>Key Competency: Using Sustainable Practices</b>
2	6	<p><b>Listening and speaking</b></p> <ul style="list-style-type: none"> <li>• Use speaking and listening to interact with others in a variety of forms for a variety of purposes and audiences.</li> <li>• Listen and respond to a range of grade- appropriate texts and demonstrate comprehension</li> <li>• Use speaking to explore, express and present ideas, information and feelings clearly</li> <li>• Engage in speaking and listening to explore and respond to texts creatively, interpretively and imaginatively</li> <li>• Demonstrate positive listening and speaking behaviour appropriately in a range of situations</li> <li>• Demonstrate the skills and strategies of effective speakers when expressing and presenting ideas, information and experiences.</li> <li>• Use the features of oral language to convey and derive meaning in different interactive situations</li> </ul>
	6	<p><b>Reading and viewing</b></p> <ul style="list-style-type: none"> <li>• Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts (e.g. story, poem )</li> <li>• Read fluently and demonstrate comprehension of grade – appropriate information texts (non-fiction)</li> <li>• View and demonstrate comprehension of visual texts with specialised features (e.g. films, posters, advertisements, photographs, illustrations, diagrams, maps)</li> <li>• Use a variety of strategies before reading and viewing to enhance comprehension of texts in different media and technologies</li> <li>• Use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning of texts in different media and technologies</li> <li>• Selects and uses strategies after reading and viewing to confirm and extend meaning</li> <li>• Demonstrate awareness of how to reflect upon own reading and viewing strategies</li> <li>• Understand and apply the knowledge of language forms and features of texts to derive meaning</li> </ul>
	6	<p><b>Writing and representing</b></p> <ul style="list-style-type: none"> <li>• Create clear, focused personal and imaginative writing and representations for a range of purposes and audiences</li> <li>• Create a variety of informational texts and representations for a range of purposes and audiences</li> <li>• Use ICT to inquire, create texts, and communicate with others</li> <li>• Use a variety of strategies before writing and representing to generate ideas</li> <li>• Use a variety of strategies during writing and representing to express and refine thoughts</li> <li>• Use a variety of strategies after writing and representing to improve own work</li> <li>• Reflect on and assess their own writing and representing</li> <li>• Use the features and conventions of language to express meaning through writing and representing</li> </ul>