Health, Social Science and Creative Art Syllabi (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

- Health and Wellbeing
    - Growth, Development and Body Awareness
    - Nutrition
    - Environmental Healt
- Social Science
    - People, Places and Environment
    - The Economic World
    - Investigation, Communication and Participation
- Creative Arts
    - Visual Arts

Key stage	Grade	Health and Wellbeing	Social Science	Creative Arts
		Key Competency: Using Sustainable Practices	Key Competency: Using Sustainable Practices	Key Competency: Using Sustainable Practices
		This learning area promotes lifelong healthy and balanced living which is one of the important elements of sustainable development. As a result students protect and promote the health of themselves, their families and communities.	Students select the most appropriate combination of economic, social and environmental activities for today and the future. They choose between different courses of individual and social actions by reflecting on their potential consequences and manage resources well. In addition, they reflect on ways to manage needs that often exceeds limited resources.	Students practice moderation in choosing the materials needed for their work and develop a sense of belonging by sharing the materials. Through art making they learn to use resources (both natural and synthetic) wisely and economically.
1	1	Growth, Development and Body Awareness • GDN 101 Develop and understanding about foods they can eat to enhance their health and practices good hygiene when handling food.	People, Places, and Environment • The local weather conditions in the Maldives and its impact on humans. • The importance of cleaning and ways to care for the environment (homes and school). Investigation, Participation and Communication • Acquire investigation skills. • Locate sources, organize and select information. • Interpret information and develop critical thinking. • Share findings with others	Visual Art • Create 2D and 3D artwork to communicate their imagination, thoughts and feelings about self and others • Experiment with tools, materials, techniques and art processes individually and with others • Display and present their own artwork to familiar audiences • Look at their own and others artwork and talk about personal preferences and art experiences using appropriate art vocabulary
1	2	Growth Development and Body Awareness • GDN 201Develop and understanding about foods they can eat to enhance their health and practices good hygiene when handling food.	People, Places, and Environment • Monsoons in the Maldives. • Impact of local weather on humans. • Ways in which the environment can be polluted or harmed. • Some strategies for protecting and conserving the Environment (surroundings 3RS). Investigation, Participation and Communication • Understanding of how to plan for an investigation. • Locate sources, organize and select information. • Interpret information and develop critical thinking. • Share findings with others.	Visual Art • Create 2D and 3D artwork to communicate their imagination, thoughts and feelings about self and others • Explore and discover different ways to use tool, materials and techniques (assemblage, to make art individually and with others) • Present and display artworks for a specific audience • Describe artworks using appropriate art vocabulary

Key stage	Grade	Health and Wellbeing	Social Science	Creative Arts
1	3	**Growth Development and Body Awareness** • GDN 301Develop and understanding about foods they can eat to enhance their health and practices good hygiene when handling food.	**People, Places, and Environment** • Local weather conditions related to the two monsoons and its impact on people. • Awareness about a serious environment issue that the island/atoll they belong to is experiencing currently. • Important strategies to care for the environment (island/ atoll). **Investigation, Participation and Communication** • Understanding of how to plan for an investigation. • Locate sources, organize and select information. • Interpret information and develop critical thinking. • Share findings with others.	**Visual Art** • Create 2D and 3D artwork to communicate their imagination, thoughts and feelings about self, others and their environment • Explore and discover different ways to use tool, materials and techniques (assemblage, to make art individually and with others • Present and display artworks for a specific audience • Talk about their intentions, art making processes with others using appropriate art vocabulary
2	4	**Nutrition** • Food and nutrition • Balanced diet • Food pyramid **Environmental Heath** • How human behavior and technology affects environment • Common food-borne disease	**People Places, and Environment** • Weather conditions and specific activities for specific weather conditions • Different types of ecosystems, appreciation of local ecosystem and how it is used • Local environment problems and addressing these problems **The Economic World** • Natural resource identifications and changing the natural resources to meet human needs **Investigation, communication and participation** • Preparing for an investigation by reflection on current understanding, designing questions, gathering information and plan the information obtained • Locating reliable Information sources, gathering and organising information, select and change the form of information from one context to another • Translating information through asking relevant questions, summarizing information, stating hypothesis and arranging information on timelines for chronological sequencing • Organising and sharing information with audiences and finding personal perspectives on presentations	**Visual Art** • Create 3D objects from a variety of available materials

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2	5	**Nutrition** • Nutritional status of Maldivian children • Hygiene in food preparation • Energy for physical activities **Environmental Heath** • Environment protection groups • Processing, packaging, distribution and storage of food • Global warming	**People Places, and Environment** • Differentiating weather and climate, relationship between location and climate and practising safety procedure during bad weather • Living and non-living parts of different ecosystems and significance of these parts to our lives • Local environment problems and individual roles in solving the problems **The Economic World** • Renewable and non- renewable resources, modification of resources to meet the needs and the products of these modifications **Investigation, communication and participation** • Planning for an investigation through selecting sources, making predictions and planning the method of investigation • Locating sources that hold specific information • Use variety of strategies for gathering information and collects information using simple surveys • Handling and processing information through comparing viewpoints • Distinguishing facts and opinions, imagining situations and acknowledging information sources • Using and communicating results and conclusions of investigations through effective methods of delivery	**Visual Art** • Create 3D objects from a variety of available materials

Key stage	Grade	Health and Wellbeing	Social Science	Creative Arts
2	6	**Nutrition** • Factors that influence food selection • Ill effect of malnutrition on health • Nutritional needs for growth **Environmental Heath** • Impact of laws designed to promote healthy environment • Risks of sunlight and ultra-violet radiation on the skin, eye and the immune system • Pests	**People Places, and Environment** • How weather affects humans such as transportation, travelling and various feelings associated with different weather conditions • Uses and significance of different parts of an ecosystem, distribution of ecosystem across land areas, physical components of the world and future uses of local environment • Individual and societal roles in solving environmental problems in finding out causes, consequences and looking after environment **The Economic World** • Dependency of people on physical environment such as natural resources, storing **Investigation, communication and participation** • Planning and preparing for an investigation depending on the requirements of the investigation • Methods of collecting data, using ICT to represent ideas and formulating various methods of responding to problems • Creating plans of action, making hypotheses and predicting possible solutions to problems in the communities • Exploring avenues for further study, presenting findings in a relevant way and recognising the results may point to many perspectives in a given investigation or problem	