

## NEWFOUNDLAND PRIMARY CURRICULUM EXPECTATIONS

Subject/Strand	Grade 1	Grade 2	Grade 3
Physical Education: Games - Space Directions & Body Awareness	1. identify, maintain, and use space adequately. 4. demonstrate respect for the personal space of others.	1. identify, maintain, and use space adequately. 4. demonstrate respect for the personal space of others.	1. identify, maintain, and use space adequately. 4. demonstrate respect for the personal space of others.
	Grade 1	Grade 2	Grade 3
Physical Education: Locomotor Skills	2. demonstrate an understanding of basic concepts of human locomotion. 4. demonstrate the ability to cooperate and work with others. 5. demonstrate concern for the safety of self and others.	2. demonstrate an understanding of basic concepts of human locomotion. 4. demonstrate the ability to cooperate and work with others. 5. demonstrate concern for the safety of self and others.	2. demonstrate an understanding of basic concepts of human locomotion. 4. demonstrate the ability to cooperate and work with others. 5. demonstrate concern for the safety of self and others.
	Grade 1	Grade 2	Grade 3
Physical Education: Games: Non-Locomotor Skills	2. identify non-locomotor skills that contribute to improved health and an active lifestyle. 3. cooperate with partners in performing non-locomotor skills. 4. demonstrate safety and concern for others.	2. identify non-locomotor skills that contribute to improved health and an active lifestyle. 3. respond to the need for cooperation with others in accomplishing specific tasks 4. demonstrate safety and concern for others..	4. demonstrate safety and concern for others.
	Grade 1	Grade 2	Grade 3
Physical Education: Rhythmic Activities	1. perform locomotor skills to music. 3. devise rhythmic routines for groups. 4. demonstrate care and concern for self and others.	1. perform locomotor skills to music. 4. demonstrate care and concern for self and others.	1. perform locomotor skills to music. 4. demonstrate care and concern for self and others.
	Grade 1	Grade 2	Grade 3
Health	<p>All About Me: Healthy Body/Body Awareness</p> <p>1.1. identify daily activities which promote personal health and well-being.</p> <p>1.3. understand that eating a variety of foods from all food groups as defined by Eating Well with Canada's Food Guide helps bodies grow healthy and stay strong.</p> <p>1.4. recognize that Eating Well with Canada's Food Guide identifies healthy food choices for each of the food groups.</p> <p>Skills &amp; Abilities</p> <p>2.2. experience a variety of daily physical activities that promote participation in lifelong physical activity.</p> <p>2.3. demonstrate the ability to select healthy foods and beverages.</p> <p>2.4. categorize foods as "healthy" or "foods to limit".</p>	<p>- recognize the importance of daily physical activity for general well-being</p> <p>Nutrition:</p> <p>- develop a plan for a meal including foods from each of the food groups</p> <p>-develop an awareness of the variety of foods available</p> <p>- know that good eating habits contribute to one's wellness</p>	<p>- understand that food gives the body strength and energy to do things</p> <p>- know how to plan a well-balanced meal by choosing at least one food item from each of the food groups</p>

	Attitudes and Behaviours 3.1. assess participation in daily physical activities that are enjoyable.		
	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Health: Active Living</b>	- identify daily activities which affect personal health and well-being	- appreciate that physical activity helps to keep the body fit and healthy and contributes to total well-being - recognize the need for daily physical education or activity	-know that appropriate physical activity contributes to good circulation, coordination and flexibility - know that daily physical activity contributes to wellness -identify daily physical activities which have contributed to their general state of health
	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Language Arts</b>	1.1 - express feelings and give examples of past experiences 1.2 - begin to ask and respond to questions, seeking information(who? what? why? where? when?) 1.4 - listen to the ideas and opinions of others 2.1 - participate in conversation and in small- and whole-group discussion 2.3 -respond to and give simple directions or instructions 2.4 - engage in simple oral presentations and respond to oral presentations and other texts 3.1- demonstrate that they are becoming aware of social conventions in group work and co-operative play 4.2 -understand basic concepts of print including directionality, word, space, letter, and sound	1.1 - express feelings and give examples of past experiences 1.2 - begin to ask and respond to questions, seeking information (who? what? why? where? when?) 1.4 - listen to others' ideas and opinions 2.1 - sustain one-to-one conversations and contribute to small- and large-group interactions 2.3 - respond to and give instructions or directions that include two or three components 2.4 - engage in informal oral presentations and respond to a variety of oral presentations and other texts 3.1 - demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play 4.2 - expand their understanding of concepts of print punctuation in text serves a purpose - upper- and lower-case letters have specific forms and functions (first word in sentences and proper names)	1.1 - describe, share and discuss thoughts, feelings and experiences and consider others' ideas to extend knowledge 1.2 - ask and respond to questions to probe and clarify information and to explore possibilities or solutions to problems(e.g., interview, brainstorm) 1.4 - listen critically to opinions and orally-presented texts and respond in a variety of ways (e.g., drama, art, webs) 2.1 - participate in conversation, small-group and whole-group discussion understanding when to speak and when to listen 2.4 - give and follow instructions and respond to questions and directions (e.g., math problems, computer programs) 2.5 - become increasingly more aware of detail (e.g., through roleplaying and a focused recounting attending to the who, why, what, when, and where) 3.1 - use basic courtesies and conventions of conversation in group work and cooperative play 4.6 - understand that punctuation (i.e., period, question, comma, exclamation, and quotation marks) and capitals have meaning function in texts 4.22 - make connections between what they read and their own experiences, and knowledge, setting their own purposes for reading and viewing, asking themselves questions about what they want to find out

<p style="text-align: center;"><b>Language Arts</b></p>	<p>8.2 - use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)</p> <p>9.1 - create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)</p> <p>9.2 - demonstrate a beginning awareness of audience and purpose</p> <p>10.1 - begin to develop strategies for prewriting, drafting, revising, editing, and presenting,</p> <p>10.2 - use some conventions of written language</p>	<p>8.1 - use writing and other forms of representing for a variety of functions</p> <ul style="list-style-type: none"> <li>- to generate and organize ideas</li> <li>- to inform/communicate information</li> </ul> <p>8.2 - begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)</p> <p>9.1 - use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)</p> <p>9.2 - demonstrate some awareness of audience and purpose</p> <ul style="list-style-type: none"> <li>- choose particular forms for specific audiences and purposes</li> <li>- realize that work to be shared with an audience needs editing</li> </ul> <p>10.1 - develop strategies for prewriting, drafting, revising, editing/ proofreading, and presenting/ publishing</p> <p>10.2 - use some conventions of written language</p>	<p>8.1 - use writing and other forms of representation to</p> <ul style="list-style-type: none"> <li>- formulate questions to guide, report and reflect inquiry</li> <li>- generate and organize language and ideas</li> <li>- record experiences and reflect through shared journals, diaries, learning logs, art, song, video</li> <li>- explore how and what they learn</li> </ul> <p>8.2 - explain with assistance, ways for making their own notes</p> <p>9.1 - create written and media texts using a variety of forms:</p> <p>9.3 - write for different purposes (e.g., to inform, persuade, entertain, record, reflect, invite, to problem solve)</p> <p>10.1 - use a range of prewriting, drafting, revising, editing, and presentation strategies -</p> <p>10.2 - Use some conventions of written language (punctuation and capitalization, language structure, spelling)</p>
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