

## **The Requirements of Basic Academic Attainments at Infant Education Level**

### **1. Basic rationale**

Early childhood is the initial stage of knowing the world and self-development. Infant education curriculum should attach importance to young children's learning, and pay attention to their overall life. Through different life and learning experiences, children's comprehensive development is promoted, including: physical and mental development, personality and socialisation. The requirements of basic education attainments for infant education follow the basic ideas as follows:

#### **(1) Pay attention to the comprehensiveness and initial characteristics of infant education**

Infant education is the initial education for young children ; it should stress on fostering young children's interest in nature and society as well as developing their daily life habits; it underscores the development of good morals and personality in tandem with physical development and health, so as to establish a basis for their subsequent learning and comprehensive development.

#### **(2) Comply with the physical and mental development law of young children, as well as their educational needs**

At infant education level, focus should be put on young children's curiosity and the construction of a learning environment that suits the law of physical and mental development and the need of young children. The design and organisation of educational activities should pay attention to young children's individual differences, avoid arranging inappropriate academic requirements that do not suit their physical and mental characteristics and development stage.

#### **(3) Pay attention to the comprehensiveness of curriculum, organise curriculum and teaching in the form of integrated themes**

Owing to the physical and mental development stage of young children, the organisation of

infant education curriculum should value its comprehensiveness. Through the form of integrated themes and in accordance with young children's learning needs, the contents of different learning areas are integrated; so as to achieve the interaction of the learning experiences in different learning areas, thus promote the overall development of young children.

(4) Learning activities should be based on young children's daily life experience, taking games as a fundamental learning activity approach

Infant education curriculum should be based on young children's daily life experience and take games as the fundamental learning activity approach. Young children should be allowed to explore, discover, feel and learn in life and games; they gain experience through direct perception, personal experience and hand-on practice; thus they grow with the accumulated experience.

## **2. Curriculum goals**

- (1) To cultivate students' basic ethical concept and moral behaviour;
- (2) To develop students' sociability;
- (3) To develop students' hygiene habits and to promote their physical and mental health;
- (4) To foster students' interest in learning and their creativity, to develop their various potentials;
- (5) To increase students' daily life experience;
- (6) To develop students' language and other communication skills;
- (7) To nurture students' interest in art;
- (8) To cultivate students' basic concept of environmental protection.

### 3. Requirements of basic academic attainments in various learning areas

Explanation of coding:

- (1) The capital letters refer to the learning areas of the requirements of basic academic attainments, e.g. A- Health and Physical Education, B – Language, C- Personal, Social and Humanities Education, D - Mathematics and Science, E- Arts;
- (2) The first number after the letter refers to the serial number of the learning domain;
- (3) The second number refers to the serial number for the requirements of basic academic attainments.

#### Learning area A – Health and Physical Education

Learning Domain 1: Knowing the body

- A-1-1 Be able to tell the names, main functions and features of eye, ear, mouth, nose and limbs;
- A-1-2 Be able to notice changes in their own growth;
- A-1-3 Know that there are ~~is~~ differences between male and female;

Learning Domain 2: Self-protection

- A-2-1 Have the habit of maintaining personal hygiene and the awareness of maintaining environmental hygiene;
- A-2-2 Be able to maintain dietary hygiene and a balanced nutrition;
- A-2-3 Have the awareness and habit of keeping a regular daily routine;
- A-2-4 Be able to dress appropriately according to the weather and occasions;
- A-2-5 Maintain good excretory habits and pay attention to cleanliness;
- A-2-6 Have good sitting, sleeping, standing and walking habits;
- A-2-7 Recognise common safety signs, be able to identify common dangerous objects and

situations in life, observe basic safety rules and rules of the road;

- A-2-8 Have safety awareness and master the basic methods of self-protection;
- A-2-9 Know how to seek help in an emergency;
- A-2-10 Know how to prevent common infectious diseases, be willing to accept physical examination, preventive vaccination and treatment of disease;

### Learning Domain 3: Mental health

- A-3-1 Be able to distinguish and express emotions;
- A-3-2 Be able to frequently maintain happy emotions and alleviate negative emotions through activities;
- A-3-3 Show an optimistic attitude and have the basic quality of tolerance;
- A-3-4 Basically have the ability to adapt to different environments;
- A-3-5 Be able to face difficulties and show confidence in activities;

### Learning Domain 4: Physical Training and sports

- A-4-1 Like sports and be able to experience the fun of sports;
- A-4-2 Be able to comply with sports regulations and demonstrate sportsmanship in sports and games;
- A-4-3 Be able to do simple sports and maintain coordinated body movement;
- A-4-4 Be able to use simple sports equipment;

## **Learning area B – Language**

### Learning Domain 1: Listening

- B-1-1 Be able to distinguish different sounds, feel the different tones of voice and intonations;
- B-1-2 Be able to listen to others quietly and attentively;

- B-1-3 Like listening to children's literature and understand its content;
- B-1-4 Be able to understand the words in everyday use and instructions, and act according to the given instructions;
- B-1-5 Be able to understand and speak a simple second language;

#### Learning Domain 2: Speaking

- B-2-1 Speak politely and confidently;
- B-2-2 Pronounce clearly and correctly, and be able to utter relatively complete and coherent sentences with appropriate volume, speed and intonation;
- B-2-3 Be able to clearly express one's living experience, needs and emotions; and to describe simple things and the sequence of their development completely;
- B-2-4 Be willing to talk to others and participate in discussion, and be able to express their personal opinions;
- B-2-5 Be able to tell stories, sing nursery rhymes, perform drama expressively, and be willing to try to perform;

#### Learning Domain 3: Reading

- B-3-1 Like reading and develop good reading habits;
- B-3-2 Be able to read independently and attentively, preliminarily master the ways of reading;
- B-3-3 Be able to identify common symbols and signs in books and daily life and know their meaning;
- B-3-4 Be interested in words and be able to recognise and pronounce simple words;
- B-3-5 Be able to tell the main content of the read children's literary works, and express one's own understanding in the way they like;
- B-3-6 Be able to continue to develop or adapt a story in accordance with the pictures and story plots in a book;

Learning Domain 4: Writing

- B-4-1 Be interested in writing;
- B-4-2 Basically know the proper way to hold a pen and the correct writing posture;
- B-4-3 Be able to use pictures, symbols or along with words, to record the experiences of life and feelings, and create stories;

**Learning area C – Personal Social and Humanities Education**

Learning Domain 1: I

- C-1-1 Know about oneself and appreciate one's uniqueness, and be content with and accept oneself;
- C-1-2 Be willing to do their own things by themselves and have a basic sense of responsibility;
- C-1-3 Basically know how to respect and cherish life;
- C-1-4 Like learning, and be willing to participate in learning activities;
- C-1-5 Have a basic self-esteem and the character of honesty;
- C-1-6 Have the basic ability to think about and solve simple problems;

Learning Domain 2: I and others

- C-2-1 Like to interact with others, and be polite and amicable when getting along with others;
- C-2-2 Be able to appreciate, respect, love and help people;
- C-2-3 Be willing to communicate, co-operate and share with others;

Learning Domain 3. I and social organisations – family, school and community

- C-3-1 Be willing to participate in group activities;
- C-3-2 Understand and comply with the basic rules of conduct in daily life;
- C-3-3 Show filial piety to parents and respect the elderly;
- C-3-4 Basically understand one's surrounding communities and environment;

- C-3-5 Basically know the important festivals and their significance;
- C-3-6 Basically know places of historic interest and scenic beauty in Macao;
- C-3-7 Basically appreciate the cultural diversity of Macao;

Learning Domain 4: I and environment

- C-4-1 Be conscious of protecting the environment and cherishing resources, and show a basic sense of responsibility in this respect;

**Learning area D – Mathematics and Science**

Learning Domain 1: Logic and Deduction

- D-1-1 Like to observe things and phenomena relevant to mathematics in daily life, willing to use simple maths to solve problems in life;
- D-1-2 Be able to identify the relationship between a part and the whole;
- D-1-3 Be able to compare, classify and sort objects according to their properties, such as size, weight, quantity and shape;
- D-1-4 Be able to tell, in order, the four seasons, months, days of the week, dates and time;
- D-1-5 Be able to tell, in order, the events of daily life, as well as their causes and effects;

Learning Domain 2: Shapes and Space

- D-2-1 Recognise basic plane figures such as circles, squares, triangles, etc.;
- D-2-2 Recognise basic three-dimensional shapes such as cubes, cuboids, spheres, cylinders, etc.;
- D-2-3 Be able to point out the location of an object and its spatial relationship to other objects;
- D-2-4 Be able to perform simple statistics and try to create charts accordingly with others' help;

Learning Domain 3: Number and Quantity

- D-3-1 Be able to recognise and write general numeric symbols correctly;
- D-3-2 Be able to basically understand the relationship between numbers and quantities;
- D-3-3 Be able to group and divide quantities within 10 with the assistance of real objects or pictures; and perform simple addition and subtraction;
- D-3-4 Recognise common measuring tools and make simple measurements;

Learning Domain 4: Scientific attitude

- D-4-1 Like to get close to the nature, and show interest and curiosity in the natural environment;
- D-4-2 Like animals, plants and care about the surrounding environment;
- D-4-3 Like to be exposed to new experiences and be willing to raise questions and try to find the answers;
- D-4-4 Actively participate in scientific activities, be willing to cooperate with others and share the result of exploration;
- D-4-5 Be able to experience the relationship between science and life, have interest in science and the courage to express personal point of view;

Learning Domain 5: Scientific skills

- D-5-1 Be able to explore natural and scientific phenomena with sensory organs;
- D-5-2 Be able to try to compare the differences and similarities of various phenomena and materials in the natural environment;
- D-5-3 Be able to tell processes and results of observations and record them in one's familiar ways;
- D-5-4 Be able to, in an appropriate and safe manner, use simple scientific tools and common materials to conduct simple scientific experiments and production;

Learning Domain 6: Scientific Phenomena

- D-6-1 Be able to be conscious of the common scientific phenomena in life such as light, heat,

- sound and the motion of objects, etc.;
- D-6-2 Basically know the features of common living and non-living things in the natural world;
  - D-6-3 Be able to distinguish the changes of the weather and the features of the four seasons;
  - D-6-4 Be able to basically understand the relationship between human beings and common animal, plants and the environment;
  - D-6-5 Be able to tell the importance of the main natural resources related to everyday life;

### **Learning area E – Arts**

#### Learning Domain 1: Experience

- E-1-1 Be able to feel and experience the goodness of people and things in life;
- E-1-2 Like to appreciate art works and be able to experience their beauty;
- E-1-3 Be able to understand simple forms and ways of artistic expression;
- E-1-4 Be able to feel the interest of different materials; enjoy the fun of using different materials in art expression and creation;
- E-1-5 Be able to experience the fun of free expression and creation through participating in different music and performance activities;

#### Learning Domain 2: Appreciation

- E-2-1 Show interest in one or more art genres;
- E-2-2 Be happy to display one's art works, be willing to appreciate and briefly evaluate the artistic creation of others;
- E-2-3 Be able to identify the features of sound such as the high/low pitch, long/short notes, fast/slow tempo, and strong/soft tone;
- E-2-4 Be able to distinguish the difference between colours, shapes and lines in the environment and in the artistic works;
- E-2-5 Be able to feel and understand the types and characteristics of general performances in

- life;
- E-2-6 Be able to notice the changes in sounds, colours and people's body movements in the living environment;

Learning Domain 3: Expression and Creation

- E-3-1 Be able to hum and follow the beat of the music heard and show body movements and facial expressions according to the meaning of the lyrics;
- E-3-2 Be able to create simple works with different arts and crafts materials;
- E-3-3 Be willing to participate in mimicry performances and creative activities;
- E-3-4 Be able to, under teachers' guidance, use different tools and props to create arts and learn to explore the ways for artistic creation;
- E-3-5 Be able to express and enjoy sharing with others the feeling of artistic creation.