

PRIMARY EDUCATION CURRICULUM

| Modules | Primary One | Primary Two | Primary Three | Primary Four | Primary Five | Primary Six |
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| English | The student listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The student listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints like signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form. | The student listens critically to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension | The student listens critically to various text types and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types. | The student listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs. | The student listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes. |
| Mathematics | In this subject, students will acquire the necessary Mathematical concepts and skills for everyday life, and for continuous learning in Mathematics and related disciplines. Starting with numbers 1 to 100, know how to compare and tackle number patterns, simple addition, subtraction, multiplication, division, mass, length and money. They also develop the necessary process skills for the acquisition and application of Mathematical concepts and skills. | This subject aims to help students to acquire mathematical concepts and skills for everyday use. Students will learn to develop critical thinking, reasoning, communication, problem-solving and visualization. They will also learn to use models to solve complicated questions and find new and creative ways to solve problems. | Basic Mathematical concept understanding with lots of practical exercises and drills in the basic numerical manipulation skills, including the multiplication tables from 2 to 9, are carried out in this subject. Topics covered include numbers up to 10,000 involving the 4 basic operations of addition, subtraction, multiplication and division. Practical topics covered include Money, Time, Length, Area, Mass and Volume. Further very basic concepts in Fractions, Geometry and Bar Graphs are also included. Through all the various topics mentioned, Word Problems are included to give a practical aspect to the concepts learnt. | This subject will cover topics such as addition and subtraction, multiplication, decimals, measurement, geometry and data analysis. These are the essential components in Mathematics to enable students to advance further when they move up to the next level. | A preparation subject which includes a more in-depth knowledge of the topics students have previously learnt. This subject includes whole numbers, fractions, decimals, measurement, geometry, data analysis and a few additional topics include measurement of circle, ratio and percentage. | This subject will cover the following topics such as fraction, which excludes the division of an improper fraction, percentage, ratio, speed, measurement, geometry, data analysis and algebra. |
| Science | At the end of Primary 1, learners will use their senses to locate and describe the external parts of their body; to identify, external parts of animals and plants; to tell the shape, color, texture, taste, and size of things around them; to describe similarities and differences given two objects; to differentiate sounds produced by animals, vehicles cars, and musical instruments; to illustrate how things move; to describe the weather and what to do in different situations; to use appropriate terms or vocabulary to describe these features; to collect, sort, count, draw, take things apart, or make something out of the things; to practice healthy habits (e.g., washing hands properly, choosing nutritious food) and safety measures (e.g., helping to clean or pack away toys, asking questions and giving simple answers/ descriptions to probing questions). | At the end of Primary 2, learners will use their senses to explore and describe the functions of their senses, compare two or more objects and using two or more properties, sort things in different ways and give a reason for doing so, describe the kind of weather or certain events in the home or school and express how these are affecting them, do simple measurements of length, tell why some things around them are important, decide if what they do is safe or dangerous; give suggestions on how to prevent accidents at home, practice electricity, water, and paper conservation, help take care of pets or of plants, and tell short stories about what they do, what they have seen, or what they feel. | At the end of Primary 3, learners can describe the functions of the different parts of the body and things that make up their surroundings — rocks and soil, plants and animals, the Sun, Moon and stars. They can also classify these things as solid, liquid or gas. They can describe how objects move and what makes them move. They can also identify sources and describe uses of light, heat, sound, and electricity. Learners can describe changes in the conditions of their surroundings. These would lead learners to become more curious about their surroundings, appreciate nature, and practice health and safety measures. | At the end of Primary 4, learners can investigate changes in some observable properties of materials when mixed with other materials or when force is applied on them. They can identify materials that do not decay and use this knowledge to help minimize waste at home, school, and in the community. Learners can describe the functions of the different internal parts of the body in order to practice ways to maintain good health. They can classify plants and animals according to where they live and observe interactions among living things and their environment. They can infer that plants and animals have traits that help them survive in their environment. Learners can investigate the effects of push or pull on the size, shape, and movement of an object. Learners can investigate which type of soil is best for certain plants and infer the importance of water in daily activities. They learned about what makes up weather and apply their knowledge of weather conditions in making decisions for the day. They can infer the importance of the Sun to life on Earth. | At the end of Primary 5, learners can decide whether materials are safe and useful by investigating about some of their properties. They can infer that new materials may form when there are changes in properties due to certain conditions. Learners have developed healthful and hygienic practices related to the reproductive system after describing changes that accompany puberty. They can compare different modes of reproduction among plant and animal groups and conduct an investigation on pollination. They have become aware of the importance of estuaries and intertidal zones and help in their preservation. Learners can describe the movement of objects in terms of distance and time travelled. Learners recognize that different materials react differently with heat, light, and sound. They can relate these abilities of materials to their specific uses. Learners can describe the changes that earth materials undergo. They can make emergency plans with their families in preparation for typhoons. They can observe patterns in the natural events by observing the appearance of the Moon. | At the end of Primary 6, learners recognize that when mixed together, materials may not form new ones thus these materials may be recovered using different separation techniques. They can prepare useful mixtures such as food, drinks and herbal medicines. Learners understand how the different organ systems of the human body work together. They can classify plants based on reproductive structures, and animals based on the presence or lack of backbone. They can design and conduct an investigation on plant propagation. They can describe larger ecosystems such as rainforests, coral reefs, and mangrove swamps. Learners can infer that friction and gravity affect how people and objects move. They have found out that heat, light, sound, electricity, and motion studied earlier are forms of energy and these undergo transformation. Learners can describe what happens during earthquakes and volcanic eruptions and demonstrate what to do when they occur. They can infer that the weather follows a pattern in the course of a year. They have learned about the solar system, with emphasis on the motions of the Earth as prerequisite to the study of seasons in another Primary |

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| <p>Mother Tongue</p> | <p>Pagkatapos ng Unang Baitang, inaasahang nauunawaan ng mga mag-aaral ang mga pasalita at di-pasalitang paraan ng pagpapahayag at nakatutugon nang naayon. Nakakamit ang mga kasanayan sa mabuting pagbasa at pagsulat upang maipahayag at maugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel at kaugnay ng kanilang kultura.</p> | <p>Pagkatapos ng Ikalawang Baitang, inaasahang nasasabi ng mga mag-aaral ang pangunahing diwa ng tekstong binasa o napakikingan, nagagamit ang mga kaalaman sa wika, nakababasa nang may wastong paglilipon ng mga salita at maayos na nakasulat upang maipahayag at maugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o nibel at kaugnay ng kanilang kultura.</p> | <p>Pagkatapos ng Ikatlong Baitang, inaasahang nasasabi na ng mga mag-aaral ang pangunahing diwa ng tekstong binasa o napakikingan at nakapagbibigay ng kaugnay o katumbas na teksto, nagagamit ang mga kaalaman sa wika, nakababasa nang may wastong palipon ng mga salita at maayos na nakasulat gamit ang iba't ibang bahagi ng pananalita upang maipahayag at maugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto ayon sa kanilang antas o lebel at kaugnay ng kanilang kultura.</p> | <p>Pagkatapos ng Ikaapat na Baitang, naipamamalas na ng mga mag-aaral ang kakayahang sa pagbasa, pagsulat at pakikipagtalastasan nang wasto upang maipahayag ang kaalaman, ideya at damdaming angkop sa kaniyang edad at sa kulturang kinabibilangan at nakikilahok sa pagpapaunlad ng pamayanan.</p> | <p>Pagkatapos ng Ikalimang Baitang, naipamamalas ng mag-aaral ang kakayahang sa pakikipagtalastasan, mapanuring pag-isip at, pagpapahalaga sa panitikan at kultura sa pamamagitan ng iba't ibang teksto/ babasahing lokal at pambansa.</p> | <p>Pagkatapos ng Ikaanim na Baitang, naipamamalas ng mag-aaral ang kakayahang sa pakikipagtalastasan, mapanuring pag-isip at pagpapahalaga sa wika, panitikan at kultura upang makaambag sa pag-unlad ng bansa.</p> |
| <p>Mother Tongue (Mandarin)</p> | <p>Chinese language has become the most spoken language in the world. As such, this module aims to prepare our students to be not only globally competitive but future-ready citizens of the country, through learning common words and phrases that they can use in their daily lives as they interact with their Chinese neighbors and mandarin language enthusiasts. In addition, this module explores the rich culture of Chinese people, which would facilitate a better understanding that is crucial for building positive relationships with other people from this race. This subject will significantly provide a venue for the learners to communicate with confidence and creativity.</p> | <p>Chinese language has become the most spoken language in the world. As such, this module aims to prepare our students to be globally competitive citizens, through learning common words and phrases that they can use in their daily lives as they interact with their Chinese neighbors. In addition, this module explores the rich culture of Chinese people, which would facilitate a better understanding that is crucial for building positive relationships with other people from this race.</p> | <p>Chinese language has become the most spoken language in the world. As such, this module aims to prepare our students to be globally competitive citizens, through learning common words and phrases that they can use in their daily lives as they interact with their Chinese neighbors. In addition, this module explores the rich culture of Chinese people, which would facilitate a better understanding that is crucial for building positive relationships with other people from this race. This subject will significantly provide a venue for the learners to communicate with confidence and creativity; and develop a sense of passion for speaking the language.</p> | <p>Chinese language has become the most spoken language in the world. As such, this module aims to prepare our students to be globally competitive citizens, through learning common words and phrases that they can use in their daily lives as they interact with their Chinese neighbors. In addition, this module explores the rich culture of Chinese people, which would facilitate a better understanding that is crucial for building positive relationships with other people from this race. This subject will significantly provide a venue for the learners to communicate with confidence and creativity; and develop a sense of passion for speaking the language.</p> <p>Moreover, this module is designed to prepare the students to meet the requirement of HSK 1 by the end of Primary 4, which is 150 words. It aims to help students understand the essence of the language and use it in practical applications such as the use of some simple Chinese characters and sentences to communicate that would make them ready for continuing their Chinese studies.</p> | <p>Chinese language has become the most spoken language in the world. As such, this module aims to prepare our students to be globally competitive citizens, through learning common words and phrases that they can use in their daily lives as they interact with their Chinese neighbors. In addition, this module explores the rich culture of Chinese people, which would facilitate a better understanding that is crucial for building positive relationships with other people from this race. This subject will significantly provide a venue for the learners to communicate with confidence and creativity; and develop a sense of passion for speaking the language.</p> <p>Moreover, this module is designed to equip the learners to use Chinese in a simple and direct manner, applying it in a basic fashion to their daily lives. At the end of Primary 6, students learnt 300 words and are ready to sit for the HSK Level 2 test. In this manner, this subject area aims to help students understand the practical use of the language and understand its significance to communication and collaboration inside and outside the school.</p> | <p>Chinese language has become the most spoken language in the world. As such, this module aims to prepare our students to be globally competitive citizens, through learning common words and phrases that they can use in their daily lives as they interact with their Chinese neighbors. In addition, this module explores the rich culture of Chinese people, which would facilitate a better understanding that is crucial for building positive relationships with other people from this race. This subject will significantly provide a venue for the learners to communicate with confidence and creativity; and develop a sense of passion for speaking the language.</p> <p>Moreover, this module is designed to equip the learners to use Chinese in a simple and direct manner, applying it in a basic fashion to their daily lives. At the end of Primary 6, students learnt 300 words and are ready to sit for the HSK Level 2 test. Thus, assisting in creating groups of learners who understand the practical use of the language and understand its significance to communication and collaboration inside and outside the school.</p> |
| <p>Music Education</p> | <p>The student demonstrates basic understanding of the fundamental processes in music and art, through performing, creating, listening and observing, and responding.</p> | <p>The student demonstrates understanding of the basic and fundamental processes in music and art, through performing, creating, listening and observing, and responding.</p> | <p>The student has acquired the basic and fundamental processes through performing, creating, listening and observing, and responding, towards the development of appreciation of music and art, and the acquisition of basic knowledge and skills.</p> | <p>Through the formal introduction of elements, the student can identify the basic knowledge and skills in music and art, towards self-development, the celebration of cultural identity and diversity, and the expansion of one's world vision.</p> | <p>Through exploration, the student demonstrates a deeper understanding of basic knowledge and skills in music and art, towards self-development, the celebration of cultural identity and diversity, and expansion of one's world vision.</p> | <p>Through application, the student demonstrates understanding of the basic concepts of and processes in music and art, towards self-development, the celebration of cultural identity and diversity, and the expansion of one's world vision.</p> |
| <p>Arts Education</p> | <p>The learner demonstrates basic understanding of the fundamental processes in music and art, through performing, creating, listening and observing, and responding.</p> | <p>Students will learn to identify simple visual qualities in what they see around them and be curious about what they see. They will learn to share their imagination, thoughts and feelings through art making by using selected art materials and media. They will also enjoy looking at and creating art, at the same time talk about what they see and experience.</p> | <p>In this subject, students will learn to identify simple visual qualities in what they see around them and be curious about what they see. They will learn to share their imagination, thoughts and feelings through art making by using selected art materials and media. They will also enjoy looking at and creating art at the same time talk about what they see and experience.</p> | <p>Students will learn to identify and differentiate visual qualities while gathering information from visuals and what they see, share ideas and experiences in art works and through art making. They can explore and experiment different ways to use art materials and media and take pride in their own art making as they discuss artworks using basic art vocabulary (elements of art and principles of design.)</p> | <p>In this subject, students will learn to identify and differentiate visual qualities while gathering information from visuals and what they see, share ideas and experiences in art works and through art making. They can explore and experiment different ways to use art materials and media and take pride in their own art making as they discuss artworks using basic art vocabulary (elements of art and principles of design).</p> | <p>In this subject, students will learn to make informed links between the use of visual qualities and intentions, at the same time get ideas for their art making from observing visuals and the world around them. They will discuss the intentions of their own artworks and interpret those of others. They will apply processes, art materials and media during art making that are appropriate to intentions and take pride in their own art making and respect others' artworks. They will also learn to evaluate artworks using art vocabulary.</p> |

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| Physical Education | The student demonstrates understanding of body awareness, space awareness, qualities of effort and movement relationships through participation in enjoyable physical activities. Participation in enjoyable singing games, action songs, simple games, Chasing/Fleeing type games and mimetics. The student performs with coordination enjoyable movements on body awareness . | The student demonstrates understanding of body awareness, space awareness, qualities of effort and movement relationships through participation in enjoyable physical activities. Participation in enjoyable activities in different locomotor, non-locomotor and manipulative activities, folk dances, rhythmic routines (ribbon, hoop, balls, indigenous/improvised materials), relays and races | The student demonstrates understanding of body awareness, space awareness, qualities of effort and movement relationships through participation in enjoyable physical activities. Participation in enjoyable and challenging activities in different locomotor, non-locomotor and manipulative activities ,simple folk dance, rhythmic routines (ribbon, hoop, balls, etc.)Lead-up and organized games(indigenous) and corrective exercises. | The student demonstrates understanding of the importance of physical activity and physical fitness through participation in and assessment of physical activities. Assessments of physical activities and physical fitness (Health-related and skill-related) | The student demonstrates understanding of the importance of physical activity and physical fitness through participation in and assessment of physical activities. Assessments of physical activities and physical fitness (Health-related and skill-related) | The student demonstrates understanding of the importance of physical activity and physical fitness through participation in and assessment of physical activities. Assessments of physical activities and physical fitness (Health-related and skill-related) |
| Health Education | The learner demonstrates an understanding of the essential concepts related to nutrition and personal health as well as knowledge in injury-prevention, safety and first aid, as factors in facilitating the development of healthy habits and practices among individuals. | The learner demonstrates an understanding of personal health; family health; the prevention and control of diseases and disorders; as well as injury prevention, safety and first aid, which are factors that facilitate the development of healthy habits and practices. | The learner demonstrates an understanding and knowledge in the following: nutrition; prevention and control of diseases and disorders; consumer health; and community and environmental health—factors which help in facilitating the development of healthy habits and practices. | The learner demonstrates an understanding of nutrition; prevention and control of diseases and disorders; substance use and abuse; and injury prevention, safety and first aid, leading to the achievement of optimum health and well-being. | The learner demonstrates an understanding of the nature of personal health; growth and development; substance use and abuse; and community and environmental health, which helps to achieve optimum health and well-being. | The learner demonstrates an understanding of personal health, prevention and control of diseases and disorders; consumer health; and injury prevention, safety and first aid to achieve optimum health and well-being. |
| Christian Living | God Makes Himself Known to Us. This subject aims to help student to understand that God loves us and His love has moved Him to show us who He is and what He is willing to do for us. | God Saves Us. This subject aims to help student to understand that God's love for us is so great and He showed this by means of a great sacrifice - He sent His Son, Jesus to die on the Cross. | God Welcomes Us. This subject aims to help student to understand that God loves us and because He does, He happily welcomes us to His family, the Church. | God Invites Us to Love. This subject aims to help student to understand that God loves us and He is always there to refresh us when we are feeling weak or to renew us when we have gone wrong. | God Renews Us. This subject aims to help student to understand that God loves us and He is always there to refresh us when we are feeling weak or to renew us when we have gone wrong. | God Makes Us His People. This subject aims to help student to understand that God loves us and He wants to be united with Him. By sending the Holy Spirit, God makes us one people , one community faithful to Him. One Church loving Him. |
| Social Studies | Naipamamalas ang kamalayan at pag-unawa sa sarili bilang kasapi ng pamilya at paaralan at pagpapahalaga sa kapaligirang pisikal gamit ang konsepto ng pagpapatuloy at pagbabago, interaksyon, distansya at direksyon tungo sa pagkakakilanlan bilang indibidwal at kasapi ng pangkat ng lipunan.komunidad. | Naipamamalas ang kamalayan, pag-unawa at pagpapahalaga sa kasalukuyan at nakaraan ng kinabibilangang komunidad, gamit ang konsepto ng pagpapatuloy at pagbabago,kapangyarihan, pamumuno at pananagutan, pangangailangan at kagustuhan, pagkakilanlan, mga simpleng konseptong heograpikal tulad ng lokasyon at pinagkukunang-yaman at ng mga saksi ng kasaysayan tulad ng tradisyong oral at mga labi ng kasaysayan. | Naipamamalas ang malawak na pag-unawa at pagpapahalaga ng mga komunidad ng Pilipinas bilang bahagi ng mga lalawigan at rehiyon ng bansa batay sa (a) katangiang pisikal (b) kultura; (c) kabuhayan; at (d) pulitikal, gamit ang malalim na konsepto ng pagpapatuloy at pagbabago, interaksyon ng tao at kapaligirang pisikal at sosyal. | Naipagmamalaki ang pagka- Pilipino at ang bansang Pilipinas na may pagpapahalaga sa pagkakaiba-iba ng mga kultura ng Pilipino batay sa heograpiya, pag-unawa sa kultura at kabuhayan, pakikilahok sa pamamahala at pagpapahalaga sa mga mithiin ng bansang Pilipinas. | Naipamamalas ang pag-unawa at pagpapahalaga sa pagkakabuo ng kapuluan ng Pilipinas at mga sinaunang lipunan hanggang sa mga malalaking pagbabagong pang-ekonomiya at ang implikasyon nito sa lipunan sa simula ng ika-labing siyam na siglo, gamit ang batayang konsepto katulad ng kahalagahang pangkasaysayan (historical significance), pagpapatuloy at pagbabago, ugnayang sanhi at epekto tungo sa paglinang ng isang batang mamamayang mapanuri, mapagmuni, responsable, produktibo, makakalikasan, makatao at makabansa at may pagpapahalaga sa mga usapin sa lipunan sa nakaraan at kasalukuyan tungo sa pagpanday ng maunlad na kinabukasan para sa bansa. | Naipamamalas ang patuloy na pag-unawa at pagpapahalaga sa kasaysayan ng Pilipinas mula sa ika-20 siglo hanggang sa kasalukuyan, tungo sa pagbuo ng tiyak na pagkakakilanlan bilang Pilipino at mamamayan ng Pilipinas Naipamamalas ang malalim na pag-unawa sa kasaysayan ng Pilipinas base sa pagsusuri ng sipi ng mga piling primaryang sangguniang nakasulat, pasailta, awdyo-biswal at kumbinasyon ng mga ito, mula sa iba-ibang panahon, tungo sa pagbuo ng makabansang kaisipan na siyang magsisilbing basehan ng mas malawak na pananaw tungkol sa mundo |