



DEPARTMENT FOR CURRICULUM MANAGEMENT

MEMORANDUM

Information: X **Date:** 26th September 2007
Action Required: X **Ref:** DCM 18/2007
To: All Heads of State Primary Schools and Sections
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Subject: Guidelines – Forecast for Scholastic Year 2007-2008

The Primary Syllabuses (2006) specify the range of curricular subjects taught at Primary Level. The following Forecast headings cover the different curricular areas and ensure effective weekly planning. Cross-curricular links in the weekly forecast further ensure the implementation of the NMC. (Refer also to Letter Circular DCM 28/2007.)

Week Beginning	Subject RELIGION	Week Beginning	Subject SCIENCE AND TECHNOLOGY
Week Beginning	Subject MATHEMATICS Numbers and Algebra	Week Beginning	Subject MATHEMATICS Shapes / Space / Data / Measures
Week Beginning	Subject ENGLISH Oracy	Week Beginning	Subject ENGLISH Language
Week Beginning	Subject ENGLISH READING (Scheme / Supplementary)	Week Beginning	Subject ENGLISH COMPREHENSION (Written)
Week Beginning	Subject ENGLISH Composition	Week Beginning	Subject EXPRESSIVE ARTS Art & Design / Drama / Music / Movement

Week Beginning	Subject MALTI Smigh u Tahdit	Week Beginning	Subject MALTI Lingwa
Week Beginning	Subject MALTI QARI (Skema / Supplimentari)	Week Beginning	Subject MALTI TAHRIG IL-FEHIM (Kitba)
Week Beginning	Subject MALTI Komponent	Week Beginning	Subject PHYSICAL EDUCATION
Week Beginning	Subject STUDJI SOĊJALI Soċjali / Ġeografiku / Storiku	Week Beginning	Subject PERSONAL AND SOCIAL DEVELOPMENT

Note that:

- Computer, Dictation or Phonics should not feature as forecast headings.
- ‘Science and technology’ refers to the Primary Science syllabus and the Technology in Education syllabus. There should be a balance of topics from both syllabuses each scholastic term.
- The forecast headings for Mathematics ensure the three-part / two-part weekly lessons proposed in the Abacus Scheme – (refer to Teachers’ Book).
Years 1, 2 and 3 can refer to the sample Long-Term Plans for Teaching Mathematics.
(Memorandums: RPlan1/04; 1Plan 2/05; 2Plan 1/05).
- **Oracy / Smigh u Tahdit** include stories, poems / songs / chants / rhymes and topic-related dramatisation / dialogues / show and tell / discussions, as well as *Listening Comprehension (*a minimum of one every three weeks).
- **Comprehension (Written) / Tahrig il-Fehim (Kitba)** applies only for Years 3, 4, 5 and 6. These may also be introduced in Year 2 during the third term.
- Grammar is embedded in language. **Language** refers to structures / functions / grammar focus in the English language course work (refer to Teacher’s books). **Lingwa** refers to the weekly grammar focus – as specified in the syllabus.
- **Composition / Komponent** include writing for different purposes and refer to creative writing and factual writing. It is being proposed that planning of a composition is carried out over two weeks so as to cater for the writing process stages – what comes before, during and after writing – as outlined in the syllabus programme. As a result, planning and first draft are produced during the first week, and revision, editing and publishing of the final draft are completed during the second week.
- **Art & Design / Drama / Music / **Movement** (**refer to PE syllabus) may be linked to other curricular areas. Each week teachers may focus on two subjects (e.g. Week 1: Movement and Art & Design; Week 2: Drama and Music).
- **Soċjali / Ġeografiku / Storiku** – these syllabus strands are to be integrated where possible. Topics from the three strands should be included within each term. Where applicable, PSD may be related to L-Ambjent Soċjali.

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