

CZECH

Characteristics of the subject

Contents and organization of the subject

Czech language is obviously fundamental to the educational process. Language and literary skills that pupils improve during Czech classes help them cover new ground and improve in all other subjects. Our primary goal is to develop the two most important basic skills – reading and writing. We put an emphasis on full comprehension while reading.

Pupils who come into the first grade are already able to communicate in Czech. We aim to nurture and develop this ability, enrich the children's vocabulary and teach them to distinguish between literary and common language. The mastering of grammar is not perceived as a goal in itself, but rather a means of developing language and communicative skills. Communication plays a huge role – children learn to express their thoughts and feelings as well as learning to understand others in a similar way to comprehend the world around them and themselves better.

Some topics, such as literature, are taught using short-term projects. Other activities involve visiting libraries or museums, working with texts from the internet or using specialized teaching software.

Czech has 8 allocated weekly periods in grades 1-3 and seven periods in grades 4 and 5.

Incorporating cross-section topics

The following cross-section topics are integrated into the curriculum of Czech in grades 1-5:

Personal and social education: Development of cognitive skills, Mental hygiene, Getting to know people, Interpersonal relations, Communication, Co-operation and competition, Problem solving and decision making, Values, beliefs and ethics

Thinking in European and global context: Europe and the world

Multicultural education: Cultural differentiation, Ethnic origins, Multiculturalism

Media: Critical reading and reception of media, Structure of media messages, Understanding the role of authors in media, Functioning and influence of media on society

Educational strategies

Key competencies in Czech classes are developed by these strategies:

Learning competencies

The teacher:

- encourages pupils to continually improve in reading
- ensures ideal conditions for acquiring more information needed to make progress
- sets goals for grammar
- motivates pupils to actively participate on the learning process

Problem solving competencies

The teacher:

- leads pupils to suggest solutions, to complete tasks and to be able to reason to defend their results
- lets the pupils help and advise each other
- evaluates pupils in a way that enables them to recognize their progress

Communication competencies

The teacher:

- motivates the children to express themselves in an accurate and sophisticated manner
- enables pupils to recount their experiences

Social and personal competencies

The teacher:

- organizes work in groups in order to encourage co-operation and interaction during problem solving
- encourages pupils to present their thoughts and ideas and to respect the thoughts as ideas of others
- enables communication between pupils when suitable
- pupils learn to respect the given instructions

Civic competencies

- the teacher uses suitable literature to help form attitude towards nature and the environment
- pupils with handicaps use literature adequate to their abilities

Professional competencies

The teacher:

- encourages pupils to plan and organize learning
- is interested in feedback on the used methods and requires the adherence to set rules

Czech, Grade 1			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Communication and writing education			Personal and social education
<i>Reads and understands fluently text of appropriate length and difficulty</i>	- spells a word in a simple sentence, understands its meaning	Reading - reading technique	Development of cognitive skills - exercise for skills to remember and solve problems
<i>Understands written or spoken instructions with appropriate difficulty</i>	- reacts correctly to teacher's instructions	Listening - careful	- exercise for sensual perception, attention and concentration
<i>Respects basic communication rules in conversation</i>	- greetings, thanks - waits to be invited to speak or his/her turn	Spoken expression - basic techniques: breathing, pronunciation	Mental hygiene - asking for help when in difficulties
<i>Pronounces carefully, corrects his/her wrong or neglected pronunciation</i>	- pronounces correctly according to his/her possibilities	- communication types: greetings, addressing, request	- being able to relax when tired
<i>Breathes correctly in short discourse and chooses right pace of speech</i>	- trains correct respiration	- basic communication skills: addressing	Recognition of persons - recognizing each other in the class (group)
<i>Creates a short discourse based on his/her own experience</i>	- communicates short information - expresses in his/her own words	Written expression - basic hygienic habits: correct sitting, writing pens holding, eyesight hygiene	Interpersonal relations - behavior supporting good relations
<i>Has a good command of hygienic habits linked to writing</i>	- under the teacher's guidance trains to sit well and hold the pen correctly	- writing technique: neat and easy to read expression	- good relations care
<i>Writes correct forms of letters and numbers, connects correctly letters and syllables, checks his/her own writing</i>	- writes correct forms of numbers and some letters and their connections - writes words and short sentences as: copy, dictate, self-dictate - discovers a mistake with assistance		Communication - bodylanguage, sounds and words language
<i>writes correctly /matter and form/ simple messages</i>	- can write a word and a short sentence		- developpement and use of language
<i>arranges the illustrations according to the storyline and tells a simple story</i>	- arranges the drawings according to the storyline		Multicultural education Cultural differences - each person is unique with individual special features
Language education			Ethnic origins - different ways of life
<i>discerns between the phonetic and written form of a word, divides words into sounds, discerns between long and short vowels</i>	- is able to spell basic words - recognizes capital letters of the alphabet - discerns between long and short vowels - recognizes a word and a sentence	Phonetic aspects of language - sound discernment by ear, pronunciation of vowels, consonants and consonantic groups, speech pace	Multiculturalism - listening to the others
<i>in spoken expression uses the correct grammatic forms of nouns, adjectives and verbs</i>	- when warned corrects the incorrect form	Vocabulary - words and notions	Ethnic day
<i>explains and writes correctly the capitals at the beginning of a sentence and in typical cases of persons' and animals' names</i>	- gives reason for writing a capital (beginning of a sentence, proper name)	Spelling - capitals in the beginning of a sentence and in names	
Literary education			

<i>properly reads and recites by heart literary texts suitable for the age</i>	<ul style="list-style-type: none"> - recites a short poem and a nursery rhyme - tells a well known tale in his/her own words - listens carefully a read text 	Listening of literary texts Reading and listening - experiences Creative approach to a literary text <ul style="list-style-type: none"> - reciting, dramatization - Literary genres - riddles, nursery rhymes, fairy tales	
<i>expresses his/her feelings about a text</i>	- expresses his/her feelings about a text		
<i>creative working with the literary text according to the teacher's instructions and abilities of the pupil</i>	- role reading		

CZECH LANGUAGE – Grade 2

EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Communication and essay writing education			<i>Personal and social education</i>
<i>reads fluently and understands adequate texts</i>	<ul style="list-style-type: none"> - reads with the right technique - answers the questions about the read text 	Reading - reading techniques - attentive reading Listening - polite, concentrated Spoken expression bases of the technique: - breathing - pronunciation, forming the voice - communication genres: greetings, addressing, request, excuse, storytelling, dialogue based on a picture - Basic communication rules: addressing, polite behaviour - extralingual means: face-play, gestures Written expression - Basic hygienic habits: correct sitting, holding writing pen, hygiene of the sight, managing the writing material - writing technique: neat, readable and transparent written expression - genres of written communication, address, congratulations, holiday greeting, announcement, invitation, message	Developing cognitive skills - exercise for sensual perception, attention and concentration - exercise for skills to remember and solve problems
<i>understands written or spoken instructions of adequate difficulty</i>	- effectuates independently a simple activity based on a spoken or written instruction		Mental hygiene - asking for help when in difficulties
<i>respects basic communication rules in communication</i>	<ul style="list-style-type: none"> - claims the right to speak - when sharing in a circle listens to the others 		Creativity - exercise to develop basic creativity features, versatility of ideas, originality
<i>pronounces correctly, corrects wrong or neglected pronunciation</i>	- pronounces correctly all the sounds and sound groups		Recognition of people - mutual recognition in a class
<i>in short spoken expressions breathes correctly choosing the adequate rhythm of speaking</i>	<ul style="list-style-type: none"> - breathes correctly when speaking - speaks in the adequate rhythm 		Interpersonal relations - behavior supporting good relations - good relations care
<i>uses adequate verbal and non-verbal ways of speaking in current school and out-of-school situations</i>	<ul style="list-style-type: none"> - compares differences in situations - uses right means of expression 		Communication - body language, sounds and words language - communication in different situations
<i>creates a short spoken discourse based on his/her own experience</i>	- tells a short story based on his/her experience		
<i>manages basic hygienic habits linked to writing</i>	<ul style="list-style-type: none"> - sits correctly when writing - holds well writing pen 		Multicultural education
<i>writes correct letter and number forms, checks his/her own writing</i>	<ul style="list-style-type: none"> - names all the written letters of the alphabet - writes the letters according to the chosen norm - writes well diacritic signs - checks what has written 		Cultural differences - each person is unique with individual special features
<i>writes correctly /matter and form/ simple messages</i>	<ul style="list-style-type: none"> - writes a word and a short sentence with correct letters and words succession - converts spoken word into written form - writes a text on a postcard 		
<i>arranges the illustrations according to the storyline and tells a simple story</i>	creates a pictures succession and tells a story with his/her own words		

Language education		Phonetics of the language - pronunciation, speech pace, intonation Vocabulary - words meaning Morphology - parts of speech: nouns and verbs Syntax - putting sentences together to create a complex sentence Types of sentences Spelling - i/y after soft and hard consonants, dě, tě, ně, ú/ů, capitals in the beginning of a sentence and in typical cases of proper names of persons, animals and places - consonant pairs	Ethnic origin - equality of all ethnic groups and cultures Multiculturality - open attitude to differences Ethnic day
<i>discerns phonetic and written form of a word, divides a word into sounds, discerns between long and short vowels</i>	- reads in types of writing he/she went over - discerns surely between short and long vowels - divides words into syllables		
<i>compares meanings of words, especially antonyms, synonyms, group words, looks for families of words etc.</i>	- creates antonyms		
<i>compares and sorts words according to their general meaning: action, thing, circumstance, quality</i>	- sorts words according to their general meaning		
<i>discerns parts of speech in their basic form</i>	- discerns between a noun and a verb		
<i>when speaking uses correct grammatical forms of nouns, adjectives and verbs</i>			
<i>Puts simple sentences together and creates complex sentences using conjunctions and other expressions</i>	- puts together two simple sentences creating a complex sentence		
<i>in a text discerns types of sentences according to the speaker's position and to create them chooses appropriate language and sound means</i>	- names types of sentences according to the speaker's position - changes intonation according to the sentence type		
<i>explains correct writing of: i/y after hard and soft syllables, dě, tě, ně, ú/ů, capitals at the beginning of a sentence and in typical case of names of persons, animals and places</i>	- explains correct writing of: i/y after hard and soft syllables, dě, tě, ně, ú/ů, capitals at the beginning of a sentence and in proper names, syllables at the end of and inside a word which have different writing and pronunciation		
Literary education		Listening to literary texts Reading of and listening to experiences Creative literary activities - reciting - dramatization - free reproduction of read or listened text Literary genres - riddles, nursery rhymes, poems, fairy tales Notions: writer, poet, book, reader, theatre performance, actor Ethnic day – theatre entry Advent garden Christmas carols School calendar – own original texts	
<i>Reads and recites in an appropriate pace and intonation a literary text adequate to his/her age</i>	- reads in an appropriate pace and intonation adequate literary texts - recites a short poem by heart		
<i>expresses his/her feelings from a read text</i>	- expresses his/her feelings from a read text		
<i>discerns between the prose and the verse and discerns a fairy tale from other stories</i>	- discerns between the prose and the verse		
<i>works with a literary text in a creative way according to teacher's instructions and to his/her capabilities</i>	- plays a small theatre role - draws an illustration of the text - creates words which rhyme		

Czech language - Grade 3			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Communication and essay writing education			Personal and social education
<i>reads fluently with understanding texts of adequate size and difficulty</i>	<ul style="list-style-type: none"> - reads fluently and correctly (matter) - uses natural intonation - tells the read text in own words 	Reading <ul style="list-style-type: none"> - reading technique - careful and fluent reading, knowledge of reference points in a text - reading as a source of information, searching reading, key words Listening <ul style="list-style-type: none"> - expressing a contact with the partner - active – noticing the listened, reacting by questions Spoken expression <ul style="list-style-type: none"> - expression depending on communicative situation - genres of communication: storytelling, message, announcement - basic communication rules: <ul style="list-style-type: none"> - opening and closing a dialogue - nonverbal means: faceplay, gestures Written expression <ul style="list-style-type: none"> - strengthening hygienic habits when writing - dividing the words at the end of the line - writing technique: neat and readable written expression, formal layout of a text - genres of written communication: letter, information, advertisement, description, registration form, questionnaire, storytelling 	Development of cognitive skills
<i>understand written or spoken instruction of adequate difficulty</i>	<ul style="list-style-type: none"> - works in group or individually following simple spoken or written instructions 		- exercise of sensual perception
<i>respects basic communication rules in conversation</i>	<ul style="list-style-type: none"> - uses convenient communication means in conversation - varies speaker's and listener's role - when sharing in the circle listens carefully to others 		- exercise of memory skills and problem solution
<i>pronounces correctly, corrects his/her wrong or neglected pronunciation</i>	<ul style="list-style-type: none"> - sees to the correct pronunciation 		- mental hygiene
<i>in short discourses breathes correctly choosing an appropriate speech pace</i>	<ul style="list-style-type: none"> - when speaking breathes correctly in an appropriate pace 		- searching help when in difficulties
<i>chooses adequate verbal and non-verbal means in current school and out-of-school situations</i>	<ul style="list-style-type: none"> - when speaking uses gestures and facial expressions adequate to the situation - asks for information in an appropriate way - welcomes a visitor - communicates his/her wish 		Creativity
<i>creates a short discourse based on his/her own experience</i>	<ul style="list-style-type: none"> - tells fluently and correctly about his/her own experience - expresses him/herself fluently about a subject 		- exercise for developing the creativity (flexibility of ideas and originality)
<i>manages basic hygienic habits linked to writing</i>	<ul style="list-style-type: none"> - when writing takes care to correctly sit and hold the pen 		Communication
<i>writes correct letter and number forms, connects correctly letters and syllables, checks his/her own writing</i>	<ul style="list-style-type: none"> - writes in a readable and neat way - checks by him/herself the writing - divides correctly at the end of a line 		Co-operation and competition
<i>is able to compose simple messages in correct form and contents</i>	<ul style="list-style-type: none"> - correctly writes a postal address - writes a short letter, congratulation - fills in a simple questionnaire - holds the formal layout of a text 		- skill to link with others and develop their idea in his/her own line
<i>arranges a series of pictures logically and tells a simple story according to them</i>	<ul style="list-style-type: none"> - tells a fairy tale or a story according to the illustrations - creates and tells his/her own story with pictures 	Thinking in European and global context	
			Interested in Europe and the world
			- family stories, experiences from Europe
			Multicultural education
			Cultural differences
			- respecting the specifics of other ethnics
			Ethnic origins
			- people's differences and their equality
			Multiculturality
			- multiculturalism as a means of mutual enrichment
			Ethnic day

Language education		
<i>compares word meanings, mainly antonyms, synonyms, group words, in a text looks for paronyms</i>	<ul style="list-style-type: none"> - tells other meanings of multivalued words - replaces an expression with another - compares word meanings – co-, sub- and superordinate words, words with emotional charge - in a text looks for paronyms 	Phonetics of a language - inflexion of the speech (pace, intonation, stress) Vocabulary - single- and multiple valued words, antonyms, synonyms, homonyms, words with emotional charge Morphology - parts of speech - word forms Syntax - simple and complex sentence - types of sentences
<i>compares and classifies words according to their general meaning – action, thing, circumstance, quality</i>	<ul style="list-style-type: none"> - compares and classifies words according to their general meaning – action, thing, circumstance, quality 	
<i>discerns parts of speech in their basic form</i>	<ul style="list-style-type: none"> - discerns parts of speech in their basic form 	
<i>when speaking uses correct grammatical forms of nouns, adjectives and verbs</i>	<ul style="list-style-type: none"> - in speech uses correct grammatical forms of nouns, adjectives and verbs - 	
<i>connects simple sentence into one complex sentence using appropriate conjunctions and other expressions</i>	<ul style="list-style-type: none"> - creates one complex sentence from simple sentences - creating a complex sentence uses appropriate conjunctions and other expressions 	
<i>discerns types of sentence according to the speaker's attitude and to create them uses appropriate language and phonetic means</i>	<ul style="list-style-type: none"> - creates different sentences according to the speaker's attitude - chooses appropriate means of expression 	
<i>explains correct writing of: i/y after ambivalent syllables, bě, pě, mě, vě – excerpt the morphologic mold mark,, capitals at the beginning of a sentence and in typical case of names of persons, animals and places</i>	<ul style="list-style-type: none"> - explains and writes correctly: - y after ambiguous consonants in listed words and their paronyms, - writes correctly pě, bě, vě, mě – excerpt in the morphologic mold mark - writes capitals in proper nouns and in typical cases of local names 	Spelling - i/y after the ambiguous vowels, listed words and paronyms - bě, pě, vě, mě – outside the morphologic mold mark - capitals in local names
Literary education		
<i>reads and recites by heart and with right pace appropriate literary texts</i>	<ul style="list-style-type: none"> - reads and recites by heart and with right pace appropriate literary texts 	Listening of literary texts Listening and reading of experiences Creative activity around a literary text - reciting - dramatization - free reproduction of listened or read text - his/her own illustrations Literary genres - fairy tale, fable, short story, poem Notions: writer, poet, verse, rytme, theatre performance, actor Ethnic day – theatre entrance Advent garden Christmas carols School calendar – his/her own texts
<i>expresses his/her feelings from the text</i>	<ul style="list-style-type: none"> - gives the characteristics of the protagonist - describes the atmosphere of the story 	
<i>discerns between prose and verse, discerns a fairy tale from other stories</i>	<ul style="list-style-type: none"> - discerns a fairy tale from other stories - uses basic literary terminology 	
<i>works in a creative way with the literary text according to the teacher's instructions and his/her capabilities</i>	<ul style="list-style-type: none"> - dramatizes a fairy tale, a short story, a poem - takes thought of stories - varies literary texts in a creative way - writes short poems and stories 	

Czech Language Grade 4			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Communication and essay writing education			Personnal and social education
<i>reads with understanding adequate texts, in quiet and aloud voice</i>	<ul style="list-style-type: none"> - reads in quiet and aloud voice, fluently, correctly, with right pace - interprets read text in appropriate lengths 	Reading - careful, fluent - as an information source; research reading Listening - active – react with question Speech - way of expression depends on situation - genres: story telling, announcement - basic communication rules: - beginning and finishing a dialogue - non verbal means: face play, gestures Written expression - observes hygienic rules when writing - writing technique: neat and readable writing, formal layout of a text - written communication genres: letter, announcement, advertisement, description, application form, questionnaire, story telling	Development of recognition skill - exercise of sensory perception, attention and concentration - exercise of memory and problem solving
<i>discerns substantial and marginal information in an appropriate text, takes note of the important ones</i>	<ul style="list-style-type: none"> - searches the information in the text - creates questions about the read text 		Mental hygiene - asking for help when in difficulties
<i>judges if a simple message is complete or not</i>	<ul style="list-style-type: none"> - compares the content of a text with known facts - deduces a conclusion of the message 		Communication - body language, sounds and words language - speech technique
<i>interprets the content of an adequate message and remembers substantial facts</i>	<ul style="list-style-type: none"> - tells in his/her own words the content of a story - gives a message 		Solving problem and decision skills - finding solutions to problems posed by the discussed matter
<i>recognizes manipulative communication in an advertisement</i>	<ul style="list-style-type: none"> - expresses with his/her own words the expected goal of an advertisement 		Multicultural education Cultural differences - human being as a part of an ethnic group
<i>correctly leads a dialogue, phone call, leaves a message on an answering machine</i>	<ul style="list-style-type: none"> - alternates speaker's and listener's role - when sharing in a circle listens carefully to the others - leads correctly a phone call 		Ethnic origin - different ways of life, distinct thinking and perception of the world
<i>discerns between literary and familiar pronunciation using it according to the situation</i>	<ul style="list-style-type: none"> - uses appropriate literary and ungrammatical expressions according to the situation 		Multiculturality - importance of using a foreign language as a tool of understanding Ethnic day
<i>chooses right intonation, stress, breaks and pace of speech in order to express what he/she wants</i>	<ul style="list-style-type: none"> - changes intonation, stress, pauses and pace of speech according to that he/she wants to express 		Media education Interpreting the relations of media message and the reality - different types of message - difference between advertisement and news
<i>writes correctly (form and content) simple communicative genres</i>	<ul style="list-style-type: none"> - writes a letter with appropriate addressing and correct recipient's address - fills in a simple form - chooses appropriate expressions according to the genre 		Critical reading and perception of media messages - developing a critical approach to news and advertisement
<i>builds a plot of a story and on its basis creates a spoken or written story keeping the time sequence</i>	<ul style="list-style-type: none"> - builds a simple story plot - tells a story according to the plot 		Education to thinking in European and global connections - folk literature, customs and traditions

Language education		
<i>compares words meanings, mainly synonyms or similar words, multiple valued words</i>	<ul style="list-style-type: none"> - gives examples of single and multi valued words - creates sentence with given words 	Vocabulary and word building - single and multiple valued words, antonyms, synonyms, homonyms - stavba slova – kořen, část předponová a příponová word building – radical, prefixes, suffixes Morphology - parts of speech - forms of words - models of nouns declension - nouns declension - grammar categories of nouns - verbs conjugation Syntax - simple and complex sentence - main syntactic pair Spelling - i/y after ambiguous consonants – listed words and their families - i/y in nouns endings – models of declension - capitals in names of persons, animals and places
<i>in a word recognizes its radical, suffix and prefix</i>	<ul style="list-style-type: none"> - creates word with the same radical using prefixes and suffixes 	
<i>can say parts of speech using the words in gramatically correct forms</i>	<ul style="list-style-type: none"> - can say parts of speech - uses correct forms of words when speaking - writes correctly i/y in the noun endings - can say grammatical categories of nouns - conjugates verbs 	
<i>distinguishes a simple sentence from a complex one, in an appropriate way changes the single into a complex one.</i>	<ul style="list-style-type: none"> - distinguishes a simple sentence from a complex sentence 	
<i>uses appropriate conjunctions, varies on demand</i>	<ul style="list-style-type: none"> - uses appropriate conjunctions - substitutes conjunctions with other ones 	
<i>has a good basic command of syntactic ortographe</i>	<ul style="list-style-type: none"> - writes correctly i/y in verbal past participal forms according to the subject 	
<i>looks for main syntactic pair and when this is not complete, indicates the sentence base</i>	<ul style="list-style-type: none"> - looks for main syntactic pair in sentences with expressed subject 	
<i>writes correctly i/y after ambiguous consonants</i>	<ul style="list-style-type: none"> - writes correctly i/y after ambiguous consonants - writes correctly i/y in the endings of nouns 	
Literary education		
<i>expresses his/her reading impressions and notes them</i>	<ul style="list-style-type: none"> - speaks about a book read - creates an illustration of a text read 	Listening to literary texts Reading and listening to experiencies Creative activities with a literary text - reciting - dramatizing - free reproduction of a read or listened text - creates his/her own literary texts - his/her own illustrations Literary genres - fable, short story, legend, poem Notions writer, poet, verse, rytme, theatre performance Ethnic day – theatre entrance Advent garden Christmas carols School calendar – own texts
<i>distinguishes different types of artistic and inartistic texts</i>	<ul style="list-style-type: none"> - distinguishes fairy tale, fable, a story from children's life, poetry 	
<i>in a simple literary analysis uses elementary literary terms</i>	<ul style="list-style-type: none"> - explains basic literary terms 	
<i>freely reproduces a text according to his/her capabilities, creates a literary text on a given subject</i>	<ul style="list-style-type: none"> - tells the text read with his/her own words - writes his/her own literary texts on a given theme according to his/her capabilities 	

Czech language – Grade 5			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Communication and essay writing education			Personal and social education
<i>reads and understands adequate texts aloud and silently</i>	<ul style="list-style-type: none"> - reads fluently, correctly, with right intonation and pace - expresses own opinion about the text 	Reading <ul style="list-style-type: none"> - fluent - knowledge of orientation points in a text - reading as a source of information, research reading, key words 	Developing cognitive skills
<i>distinguishes important and marginal information in an appropriate text, notes substantial information</i>	<ul style="list-style-type: none"> - looks for key words in the text - creates own text based on the read one 		<ul style="list-style-type: none"> - exercise of sensorial perception, attention, concentration - exercise of memory skills, problem solving
<i>judges if a simple message is complete or not</i>	<ul style="list-style-type: none"> - asks for missing information - expresses in own words the conclusion of a message 	Listening <ul style="list-style-type: none"> - active – take a note of read text - express a contact with the partner 	Mental hygiene
<i>reproduces the content of an adequate message remembering the substantial facts</i>	<ul style="list-style-type: none"> - explains to others the content of another person's spoken or written communication - writes excerpts from a text 		<ul style="list-style-type: none"> - asks for help when in difficulties
<i>recognizes a manipulative communication in advertisement</i>	<ul style="list-style-type: none"> - expresses his/her own opinion - tolerates other people's opinion 	Speaking <ul style="list-style-type: none"> - way of speaking depends on situation - genres: storytelling, news - basic communication rules: <ul style="list-style-type: none"> - opening and closing a dialogue - non verbal means: faceplay, gestures 	Problem solving and decision making
<i>leads well a dialogue, phonecall, leaves a message on the answering machine</i>	<ul style="list-style-type: none"> - waits to be invited to speak or to his/her turn - sharing in circle listens carefully to the others - reacts with appropriate questions to other people's communication - leads correctly a dialogue - leaves a message on an answering machine - when accompanying a visitor at school uses convenient means of speaking 		<ul style="list-style-type: none"> - problems linked to studying
<i>distinguishes correct and incorrect pronunciation and uses it according to the situation</i>	<ul style="list-style-type: none"> - uses literary words in spoken and written expression - discerns between literary and ungrammatical expressions 	Writing <ul style="list-style-type: none"> - observing hygienic habits when writing - writing technique: neat and readable, formal layout of the text - genres: letter, news, advertisement, description, printed form (application, questionnaire), storytelling 	Values, attitudes, practical ethics
<i>uses the appropriate intonation, stress, pauses and pace according to the communicative intention</i>	<ul style="list-style-type: none"> - speaks in an accomplished way - uses in an appropriate way the lung-power and voice tone 		Educacion in thinking in European and global connections
<i>writes correctly (form, content) simple communicative genres</i>	<ul style="list-style-type: none"> - fills in a form, a questionnaire - writes a message, a news - divides a text into paragraphs - recognizes genre differences 		Interested in Europe and the world
<i>creates a plot of a story and tells or writes a short story keeping time sequence</i>	<ul style="list-style-type: none"> - creates a story according to the given plot - builds a plot of its own story 		<ul style="list-style-type: none"> - life of children in other countries - folk literature, customs and traditions
			Cultural differences
			<ul style="list-style-type: none"> - appreciating own cultural background
			Ethnic origin
			<ul style="list-style-type: none"> - basic information about different ethnic and cultural groups
			Multiculturalism
			<ul style="list-style-type: none"> - communication with members of different socio-cultural groups
			Ethnic day

Language education			Media education
<i>compares words meanings, especially of synonyms, words of similar meaning, multiple valued words</i>	- uses the words according to their meaning	Vocabulary and word building - single and multiple valued words, antonyms, synonyms, homonyms - word building – radical, prefix, suffix, ending Morphology - parts of speech - words forms - verb mode - models of adjectives declension - declension of adjectives, pronouns and numerals - grammar categories of nouns and verbs Syntax - simple and complex sentence - basic syntactic pair Spelling - i/y in accord of verb with bare subject - i/y v koncovkách přídavných jmen i/y in adjective endings – examples of declension - i/y in noun endings – examples of declension	Critical reading and perception of media communication - distinguishing between fun („tabloid“) elements in communication and informative and socially important communication elements
<i>distinguishes radical, suffixes, prefixes and endings in a word</i>	- distinguishes in a word between radical, prefix, suffix and ending - knows the writing rules of words with prefix		Perceiving the author of media communication - revealing purposeful manipulation in a communication
<i>defines the part of speech of a word with a full meaning using them in grammatically correct forms</i>	- uses correct forms of verbal modality - defines grammar categories of an adjective - declines pronouns and numerals		Functioning and influence of the medias in a society - influence of media in everyday life
	- writes correctly i/y in adjective endings - defines grammar categories of verbs		
<i>makes difference between a simple and complex sentence, changes properly a single sentence into a complex one</i>	- in an appropriate way changes simple sentence into a complex one		
<i>uses correct conjunctions, varying them as necessary</i>	- uses correct conjunctions - writes correctly commas in easy complex sentences		
<i>applies basic rules of syntactic spelling</i>	- writes correctly i/y in subject – verb accord		
<i>looks for main syntactic pair and when this is not complete, indicates the sentence base</i>	- looks for main syntactic pair - in a sentence - in a sentence with unexpressed subject determines its base		
<i>writes correctly i/y after ambiguous consonants</i>	- explains and writes correctly i/y in the adjective endings		
Literary education			
<i>expresses and takes notice of his/her reading impressions</i>	- speaks about a read book - keeps a record of read books	Listening of literary texts Reading and listening of experiences Creative activities with literary text - reciting - dramatizing - free reproduction of listened or read text, variations - own literary creation Literary genres - fable, short story, legend, poem Notions: writer, poet, actor, director, verse, rhythm, comparison, Ethnic day – theatre entrance Advent garden Christmas carols School calendar – own text	
<i>distinguishes different types of artistic and non-artistic texts</i>	- distinguishes artistic literature from literature of facts - compares literature from different periods		
<i>when analyzing literary texts, uses elementary literary terms</i>	- when analyzing literary texts, uses elementary literary terms		
<i>reproduces freely a text according to his/her abilities, creates own literary text on given theme</i>	- writes own literary texts on given subject		

ENGLISH

Characteristics of the subject

Organization and content of the subject

Teaching English in the school is based on two pillars – the expected output, defined by the Educational Plan for Primary Schools and the standards set by the Cambridge Young Learners English Tests for levels Starter and Mover. These examinations are designated for children of ages 7-12 and examine all aspects of the knowledge of a language – reading, writing, listening and speaking.

The Mover level, which pupils attain at the end of Grade 5, is the equivalent of level A1 of the European language reference standards.

At this level pupils are able to understand everyday expressions and basic phrases as well as being able to use them. They can introduce themselves and others, pose simple questions regarding people, things and places and respond to such questions. They are also able to have simple conversations when the partner speaks slowly, clearly and is able to assist the pupil as necessary.

The British Council, which brokers the Cambridge examinations in the Czech Republic, defines the Mover level using four basic skills – listening, reading, speaking and writing with the following expectations:

Listening	Understands basic words and phrases about him/herself and family if the partner speaks slowly and clearly.
Reading	Understand simple sentences within an adequate vocabulary.
Speaking	Is able of basic communication when partners speak slowly and clearly or repeat themselves. Can pose and answer simple questions and use simple sentences and phrases to describe people and places.
Writing	Can write a short message such as a postcard (greetings from holiday...). Is able to fill in a form or questionnaire with basic personal information (for example to fill in name, nationality and home address into a hotel check-in form).

In grades 1-3, pupils will be prepared for the Starter level examinations and for Mover level examinations in grades 4 and 5. Both examinations help clearly define the levels pupils have reached and are thus the basis for feedback comprehensible to pupils and parents alike.

English has 2 allocated weekly periods in grades 1-2 and 3 periods in grades 3-5.

Incorporating cross-section topics

The following cross-section topics are incorporated into English in grades 1-5:

Personal and social education: Development of cognitive skills, Recognizing people, Interpersonal relations, Communication

Thinking in European and global context : Europe and the world, Discovering Europe and the world

Multicultural education: Cultural differentiation, Multiculturalism

Educational strategies

The following educational strategies are used in English to help pupils acquire key competencies:

Learning competencies

The pupil is encouraged to develop a positive relationship towards the language

- understanding the need for communicating in a foreign language (holidays, culture, job market etc.)
- getting interested in the culture of other countries

Problem solving competencies

- does not give up even when not fully understanding a message
- tries to make out the meaning by posing questions
- tries to grasp new grammatical rules and phenomena

Communicative competencies

- receives messages in English passively and actively
- understands messages in English from a native speaking person
- is able to deduce the meaning of messages

Personal and social competencies

- participates on creating a pleasant and active communication atmosphere where the pupils respect the authority of teachers and teachers respect the individuality of pupils
- is able to self-evaluate and explain the evaluation
- participates actively on the creation of working groups based on mutual help of pupils

Civic competencies

- thinks in a broad context, develops the ability to actively listen and evaluate rationally
- realizes his or her presentation and dialogue abilities with regard to the responsibility of each person's uniqueness
- analyze questions and takes stances towards important questions regarding beliefs, traditions, values etc.

Professional competencies

- works independently with the textbook or coursebook, or with unknown texts
- is able to use a bilingual dictionary and a thesaurus

ENGLISH – GRADE 1			
EXPECTED OUTPUT	SCHOOL OUTPUT	TOPICS	CROSS-SECTION TOPICS
<i>Understands basic phrases and commands and is able to react to them in an adequate manner</i>	<ul style="list-style-type: none"> - understands basic everyday terms and phrases and is able to use them - can introduce himself or herself as well as others and pose simple questions 	Greeting Thanks Introductions (name, age) I have I like I can / I can't Personal information English alphabet and spelling numbers 1–10 School Free time Home	Personal and social education Development of cognitive skills <ul style="list-style-type: none"> - practising memorizing and problem solving -exercising sensory reception, attention and concentration Meeting people <ul style="list-style-type: none"> - getting to know classmates in the group
<i>Pronounces correctly and reads phonetically correctly within an adequate vocabulary range</i>	<ul style="list-style-type: none"> - is able to phonetically correctly tell basic personal information - is able to read basic personal information 		
<i>Distinguishes between the written and spoken form of words</i>	<ul style="list-style-type: none"> - can spell basic words and write them down - understands numbers in English and is able to write them down when hearing them - creates a picture dictionary with basic vocabulary (word in English + picture) 		

ENGLISH – GRADE 2			
EXPECTED OUTPUT	SCHOOL OUTPUT	TOPICS	CROSS-SECTION TOPICS
<i>Understands basic phrases and commands and is able to react to them in an adequate manner</i>	<ul style="list-style-type: none"> - understands basic everyday terms and phrases and is able to use them - can introduce himself or herself as well as others and pose simple questions - understands simple questions and is able to answer them - is able to answer simple questions about picture stories - is able to write a one-word answer to a simple question 	School Free time Food and drink Pets I have I can/I can't Numbers 1-20 I like Prepositions of place	Personal and social education Development of cognitive skills <ul style="list-style-type: none"> - practising memorizing and problem solving -exercising sensory reception, attention and concentration Communication <ul style="list-style-type: none"> - body, sound and verbal language - communicating under different circumstances Multicultural education Multiculturality <ul style="list-style-type: none"> - being open to differences
<i>Pronounces correctly and reads phonetically correctly within an adequate vocabulary range</i>	<ul style="list-style-type: none"> - phonetically correctly tells basic information about himself or herself and other classmates - is able to pronounce basic personal information correctly 		
<i>Distinguishes between the written and spoken form of words</i>	<ul style="list-style-type: none"> - is able to spell simple words and write them down - is able to write basic words without mistakes 		
<i>Understands the meaning and the topic of a simple, slow and carefully pronounced conversation of two people</i>	<ul style="list-style-type: none"> - is capable of basic communication when the partner speaks slowly and clearly and is willing to assist the pupil - is able to fill in gaps in a text upon hearing sentences - distinguishes basic English prepositions, can describe the location of objects 		
<i>Uses the vocabulary of the coursebook</i>	<ul style="list-style-type: none"> - is able to look up words in simple alphabetic dictionaries - creates a picture and topics dictionary 		

ENGLISH – GRADE 3			
EXPECTED OUTPUT	SCHOOL OUTPUT	TOPICS	CROSS-SECTION TOPICS
<i>Understands basic phrases and commands and is able to react to them in an adequate manner</i>	<ul style="list-style-type: none"> - is able to introduce themselves and others as well as pose simple personal questions about people, places, things and respond to those questions - is able to answer basic questions about picture stories <ul style="list-style-type: none"> - is able to write a one-word answer to a simple question 	Negative Numbers higher than 20 Present simple and present continuous Past simple Time	<i>Personal and social education</i> Development of cognitive skills <ul style="list-style-type: none"> - practising memorizing and problem solving -exercising sensory reception, attention and concentration Getting to know people Interpersonal relationships Communication <i>Multicultural education</i> Cultural differences <ul style="list-style-type: none"> - respecting the differences among ethnics Multiculturalism <ul style="list-style-type: none"> - mucticulturalism as a means of mutual enrichment
<i>Pronounces correctly and reads phonetically corerectly within an adequate vocabulary range</i>	- reads phonetically corrrctly from textbooks or other sources		
<i>Distinguishes between the written and spoken form of words</i>	<ul style="list-style-type: none"> - is able to write and spell simple words without mistakes - can write down heard words, names or numbers 		
<i>Understands the meaning and the topic of a simple, slow and carefully pronounced converstaion of two people</i>	<ul style="list-style-type: none"> - is capable of basic communication when the partner speaks slowly and clearly and is willing to assist the pupil - is able to pose simple questions during a conversation - can fill in gaps in a text with specific information upon hearing sentences <ul style="list-style-type: none"> - distinguishes basic English prepositions, can describe the location of objects 		
<i>Uses the vocabulary of the coursebook</i>	<ul style="list-style-type: none"> - is able to look up words in simple alphabetic dictionaries - creates a picture and topics dictionary 		

ENGLISH – GRADE 4			
EXPECTED OUTPUT	SCHOOL OUTPUT	TOPICS	CROSS-SECTION TOPICS
Receptive language skills			
<i>Understands known words used in sentences about the discussed topic</i>	<ul style="list-style-type: none"> - understands short definitions - can distinguish words that do not belong to groups of words and explains why - masters an adequate part of English vocabulary according to the Young Learners English standards, “Mover“ level 	Regular and irregular verbs Comparative and superlative Using some/any Using should Using going to	Personal and social education Development of cognitive skills - practising memorizing and problem solving -exercising sensory reception, attention and concentration Getting to know people Interpersonal relationships Communication Europe and the world Multicultural education Multiculturalism - the significance of foreign languages as means of communication
<i>Understands the meaning and contents of real-life texts from media etc. and is able to use the information</i>	<ul style="list-style-type: none"> - understands different information while listening and is able to enhance the information by research or with existing knowledge - is able to use a thesaurus (of adequate level) - is able to read simple texts in English and summarize and extract information 		
<i>Reads aloud fluently and phonetically correctly texts with known vocabulary</i>	<ul style="list-style-type: none"> - reads fluently and phonetically correctly text from the coursebook, books or magazines 		
<i>Ability to find information in a simple text and answer questions asked</i>	<ul style="list-style-type: none"> - is able to find information in text - comprehends short texts and is able to answer posed questions about it 		
<i>Ability to use a bi-lingual dictionary</i>	<ul style="list-style-type: none"> - is able to look up words in a bi-lingual dictionary 		
Productive language skills			
<i>Completes a grammatically and formally correct simple written message, text or response, is able to fill in forms with personal information</i>	<ul style="list-style-type: none"> - is able to write a letter or e-mail with the use of an adequate vocabulary - fills in a basic form with personal information 		
<i>Is able to re-write short texts while retaining the meaning</i>	<ul style="list-style-type: none"> - is able to fill in gaps in a text while retaining its meaning 		
Interactive language skills			
<i>Actively takes part in a conversation, greets friends as well as adults, is able to give basic information</i>	<ul style="list-style-type: none"> - understands and answers personal questions - is able to fill in phrases in a conversation with gaps and pose relevant questions when conversating. Can pose simple personal questions or questions about people, places, things etc. - is able to compare two pictures and describe the differences between them 		

ENGLISH – GRADE 5			
EXPECTED OUTPUT	SCHOOL OUTPUT	TOPICS	CROSS-SECTION TOPICS
Receptive language skills			
<i>Understands known words used in sentences about the discussed topic</i>	<ul style="list-style-type: none"> - understands short definitions - can distinguish words that do not belong to groups of words and explains why - masters an adequate part of English vocabulary according to the Young Learners English standards, “Mover“ level 	Using have to Adverbs of time Who, what, where, which questions Numerals Conditions with if Must/Mustn't Using as – as	Personal and social education Development of cognitive skills - practising memorizing and problem solving -exercising sensory reception, attention and concentration Getting to know people Self-regulation and organization Interpersonal relationships Communication Thinking in European and global context Discoverin Europe and the world Multicultural education Multiculturality - communicating with other social cultural groups
<i>Understands the meaning and contents of real-life texts from media etc. and is able to use the information</i>	<ul style="list-style-type: none"> - understands different information while listening and is able to enhance the information by research or with existing knowledge - is able to use a thesaurus (of adequate level) - is able to read simple texts in English and summarize and extract information 		
<i>Reads aloud fluently and phonetically correctly texts with known vocabulary</i>	<ul style="list-style-type: none"> - reads fluently and phonetically correctly text from the coursebook, books or magazines 		
<i>Ability to find information in a simple text and answer questions asked</i>	<ul style="list-style-type: none"> - is able to find information in text - comprehends short texts and is able to answer posed questions about it 		
<i>Ability to use a bi-lingual dictionary</i>	<ul style="list-style-type: none"> - is able to look up words in a bi-lingual dictionary 		
Productive language skills			
<i>Completes a grammatically and formally correct simple written message, text or response, is able to fill in forms with personal information</i>	<ul style="list-style-type: none"> - is able to write a letter or e-mail with the use of an adequate vocabulary - fills in a basic form with personal information - is able to compose a short text on different topics 		
<i>Is able to re-write short texts while retaining the meaning</i>	<ul style="list-style-type: none"> - is able to fill in gaps in a text while retaining its meaning 		
Interactive language skills			
<i>Actively takes part in a conversation, greets friends as well as adults, is able to give basic information</i>	<ul style="list-style-type: none"> - understands and answers personal questions - is able to fill in phrases in a conversation with gaps and pose relevant questions when conversating. Can pose simple personal questions or questions about people, places, things etc. - is able to compare two pictures and describe the differences between them 		

MATHEMATICS

Characteristics of the subject

Organization and contents of the subject

Mathematics has 4 allocated weekly periods in grades 1-2 and 5 periods in grades 3-5.

Teachers use several methods with an emphasis on a constructive approach towards learning.

The curriculum is divided into four main topics:

Numbers and numerical operations – learning arithmetical operations in three elements: the ability to make arithmetical operations, understanding arithmetics and the ability to understand the importance of operations in gaining data, further knowledge etc.

Interdependances, relations and working with data – recognizing and understanding interdependencies, analyzing tables, charts and graphs

Plane and space geometry – recognizing and representing geometrical elements, modelling real-life situations, exploring shapes and space

Special and applied problems and tasks – using logic, problem solving in real-life situations

Incorporation of cross-section topics

The following cross-section topics are incorporated into Mathematics in grades 1-5:

Personal and social education: okruhy Development of cognitive skills, Recognizing people, Interpersonal relations, Co-operation and competition, Problem solving and decision making, Values, beliefs, ethics

Democratic education: okruh Civic society and school

Thinking in European and global context: Europe and the world

Multicultural education: Interpersonal relations

Educational strategies for acquiring key competencies

Ve vyučovacím předmětu Matematika rozvíjíme klíčové kompetence zejména těmito strategiemi:

Learning competencies

The teacher

- lets the pupils participate on setting criteria for evaluating activities and tasks
- explains comprehensibly the topics the pupils will be studying
- sets goals according to the educational program
- encourages pupils to get into the habit of checking results

Problem solving competencies

The teacher

- supports pupils in trusting their ability and skills when tackling tasks
- encourages pupils to be systematic, diligent, precise and display self-control
- teaches pupils to analyze problems and plan solutions, estimate outcomes, choose the best methods, evaluate and interpret results
- is interested in suggestions, opinions and experience of students
- uses methods which enable the pupils to make discoveries, come up with solutions and interpret results
- approaches the mistakes of pupils as opportunities to show possible ways of solving a problem

Communicative competencies

The teacher

- encourages pupils to express themselves precisely and using the correct vocabulary and symbols
- sets tasks which make different solutions possible

Personal and social competencies

The teacher

- leads pupils to critical thinking, comprehensible and matter-of-fact argumentation, to solidarity and helping others
- uses methods which let pupils co-operate in teams
- lets pupils experience success, encourages discussions when suitable, evaluates pupils in a way that enables them to monitor their own progress

Civic competencies

The teacher

- when taking in information encourages pupils to critically think about the contents of information
- teaches pupils to evaluate their work as well as the work of others
- teaches pupils to be considerate and tactful

Professional competencies

The teacher

- creates an arsenal of mathematical tools with the pupils for dealing with real-life situations
- applies mathematical knowledge and know-how of pupils on practical examples
- creates opportunities for the interpretation of texts, pictures, graphs etc.
- suggests the most suitable materials for pupils with handicaps

MATHEMATICS – Grade 1			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SUBJECT TOPICS
Number and counting operations			Personal and social education Getting to know people - mutual knowing in a group Cooperation and competition - development of individual skills for competition (selfregulation in disagreement) - development of social skills for cooperation (conflict managing, submission) Multicultural education Human relations - teach to pupils how to communicate and live in a class, group with different members
<i>uses natural numbers to modelling real situations, counts objects in a given set, creates sets with a given number of objects</i>	- uses natural numbers 0-20 to modelling real situations - counts objects to 20 - creates sets with a given number of objects to 20	Natural numbers to 20 Representing, modelling of situations, counting of objects	
<i>reads, writes and compares natural numbers to 1000, uses and writes equality and inequality relation</i>	- reads natural numbers to 20 - writes natural numbers to 20 - compares natural numbers to 20 - uses and writes equality and inequality relation of numbers 0-20	Reading numbers to 20 writing numbers Noting numbers Comparing numbers less than, more than, equals, > < =	
<i>uses a linear arrangement, figures a number on the numeral axis</i>	- orders by size numbers to 20 - figures a number on the numeral axis	Comparing numbers Numeral axis	
<i>counts by heart simple operations with natural numbers</i>	- adds and subtracts to 20 without passing 10	adding and subtracting to 20 without passing 10	
<i>solves and creates problems applying and modelling known counting operations</i>	- solves adding and subtracting problems to 20 without passing 10 - creates verbal exercises for adding and subtracting	Verbal exercises Practical problems - + n more, less,	
Subordinations, relations, working with data			
Subordinations, relations, working with data	- reads and finds full hours	Hours, week, age	
<i>describes simple subordinations from practical life</i>	- reads simple situations with the help of arrows, icons, tables	simple tables, graphics, non-standard problems,	
<i>completes tables, schemes, numbers succession</i>	- completes tables and numbers succession to 20	Succession of numbers, completing tables	
Plane and space geometry			
<i>recognizes, names, models and describes basic plain forms and simple objects, finds their representation in reality</i>	- orientates in space (right, left, ahead, behind) - recognizes and names basic plain forms	circle, square, rectangle, triangle	
<i>compares the size of the forms, measures and estimates length</i>	- compares size of forms	compares sizes of geometric forms	

MATHEMATICS - Grade 2			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Number and counting operations			Personal and social education
<i>uses natural numbers to modelling real situations, counts objects in a given sets, creates sets with a given number of objects</i>	- uses natural numbers 1 to 100 to modelling real situations - counts objects to 100 - creates sets with given number of objects to 100	Zone of natural numbers to 100 Representating, modelling of situations. Abacchus, money, square grid	Development of cognitive skills - attention and concentration exercise
<i>reads, writes and compares natural numbers to 1000, uses and writes equality and inequality relation</i>	- reads natural numbers to 100 - 100 writes natural numbers to 100 - compares natural numbers to 100 - uses and writes equality and inequality relation 0 to 100	reading, writing and comparing of numbers Writing the relations between numbers with the symbols >, <, =	Selfregulation and selforganization - exercising selfcontrol, regulation of behavior
<i>uses linear arrangement, marks a number on numeral axe</i>	- orders by size numbers to 100 - marks a number to 100 on the numeral axe	Marking the numbers on the numeral axe, ordering, comparing of numbers	Cooperation - developing individua skills for cooperation (leaving his/her own idea, linking to others)
<i>by heart counts easy operations with natural numbers</i>	- adds and substracts by heart to 100 - when counting by heart uses commutativity and associative way of adding - multiplies and divides in tables of 2,3,4 and 5	adding and substracting to 100 exchange and association of addends Multiplying and dividing in tables of 2,3,4,5	- developing social skills for cooperation (conflict solving, leading and organizing group work)
<i>solves and creates problems where applies and models known counting operations</i>	- creates and sloves adding and substracting problems to 100, multiplication and division problems in tables 2 to 5 - solves and creates problems using relations more/less than n	Verbal problems Problems from practical life using relations more/less than n	Multicultural education
Interdependances, relations and working with data			Human relations - teach to the pupils to communicate and live in a group, in a class, live with members of different groups
<i>Subordinations, relations, working with data</i>	- reads time on digital and classical watch with needles - tells how many months corresponds to $\frac{1}{2}$, $\frac{1}{4}$ a $\frac{3}{4}$ of a year	Hours, minutes, clock face, dial Year, month, week, day	
<i>describes easy subordinations from practical life</i>	- solves and creates verbal problems using relation n times more/less	Verbal problems using relations n times more/less	
<i>completes tables, schemes, number sequencies</i>	- completes tables, schemes and number sequencies to 100	Number sequence, table and scheme completing,	
Plane and space geometry			
<i>recognizes, names, models and describes basic plane forms and simple geometrical objects, finds their representation in reality</i>	- recognizes and names basic plane forms and simple geometrical objects - recognizes geometrical forms on objects	Circle, square, rectangle, triangle, sphere, cube, rectangular parallelepiped, cylinder, pyramid, cone	

<i>compares sizes of forms, measures and estimates lengths of segments</i>	- compares sizes of forms - draws bisector, fractional line, unite segment - measures and estimates length of a unite segment	Comparing size, estimating and measuring length of a unite segment in centimetres	
<i>recognizes and models simple plane symmetric forms</i>	- recognizes and models simple plane symmetric forms	Modelling symmetric forms	

MATHEMATICS – GRADE 3			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Number and counting operations			Personal and social education
<i>uses natural numbers to modelling real situations, counts objects in a given set, creates sets with a given number of objects</i>	- uses natural numbers 1 – 1000 to modelling real situations	Natural numbers to 1000 Representing, modelling situations, counting by hundreds, tens and units.	development of cognitive skills - <i>exercise of memory, problem solving</i>
<i>reads, writes and compares natural numbers to 1000, uses and writes equality and inequality relation</i>	- reads natural numbers to 1000 - writes natural numbers to 1000 - divides numbers to place values - compares natural numbers to 1000 - uses and writes equality and inequality relation 0-1000	Reading, writing and comparing of numbers Writing a number in decimal system	Human relations - <i>good relations supporting behavior</i>
<i>uses linear arrangement, marks a number on numeral axe</i>	- marks a number to 1000 on numeral axe	Figuring numbers on num. axe, lining, comparing of numbers	Cooperation and competition - development of individual skills for cooperation (selfregulation in disagreement), linking to others, positive thinking)
<i>simple counting operations with natural numbers by heart</i>	- adds and subtracts by heart to 1000 - multiplies and divides in tables of 2-9 - uses commutativity when multiplying by heart - multiplies by heart a double-ciphered number by a simple number - divides with a remainder	Adding and subtracting to 1000 Multiplying and dividing by tables 2 - 10 Exchange of multiplicants Counting with brackets Multiplying by heart a double-ciphered number by a simple number Dividing with a remainder	- (Clear and respecting communication, leading and organizing group work) - Problem solving and decision skills - problems solving and decision skills for different kinds of problems
<i>solves and creates problems applying known counting operations</i>	- solves and creates adding and subtracting problems to 1000 - multiplying and dividing - creates and solves verbal problems using relation more/less than n	Verbal problems Problems from practical life using relations more/less than n	Multicultural education Human relations - keeping tolerant relations in class, group
Interdependances, relations and working with data			
<i>orientation in time, simple conversion of time units</i>	- converts time units	Hours, minutes - conversion Year, month, week, day	
<i>describes simple subordinations from practical life</i>	- inscribes data into tables	Verbal problems using relations n -times more/less, inscription of data into table	
<i>Completes tables, schemes, number sequences</i>	- completes tables, schemes and number sequences to 1000	Tables, schemes, sequences	

Plane and space geometry		
<i>recognizes, names, models and describes basic plane forms and simple geometrical objects, finds their representation in reality</i>	- recognizes, names and models basic plane forms and geometrical objects - draws square, rectangle and triangle in a square grid	Geometric forms and corpuses Drawing squares, rectangles and triangles in a square grid
<i>compares sizes of formations, measures and estimates length of a unit segment</i>	- measures and estimates unite segment length, - draws a unite segment of a given length	Comparing sizes, estimating and measuring length of unite segment with precision to milimetres
<i>recognizes and models simple symmetric plane formations</i>	- recognizes and models simple symmetric plane formations	Symmetry – folding according to symmetry axe, modelling axe-symmetric formations

MATHEMATICS - GRADE 4			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Number and counting operations			Personal and social education Development of cognitive skills - exercising cognitive skills, attention and concentration - exercising memory skills, problem solving Recognizing people - developing the ability to recognizee differences and understanding the advantage of differences Cooperation and competition - development of individual skills for co-operation (linking to others and developing own line of their ideas) - development of social skills for co-operation (leading and organizing a team) Democratic education <i>Civic society and school</i> - democratic environment and relationships at schoo Multicultural education Interpersonal relations - the right of all people to co-exist and co-operate
<i>when counting by heart and by writing uses commutativity and asociativity of adding and multiplying</i>	- when adding and multiplying by heart and by writing takes advantage of commutativity and asociativity - multiplies and divides a number by 10, 100 and their multiples	Natural numbers to 1000 Advantages in counting - commutativity and asociativity of multipliers and summands Multiplying and dividing by 10, 100 and their multiples	
<i>written counting operation in natural numbers</i>	- adds and subtracts in a written form passing 10 in natural numbers to 10,000 - multiplies in a written form by a singleciphered multiplier	Written adding and subtracting Algorithm of written multiplying	
<i>rounds natural numbers, makes estimates and checks the results of operatrions in natural numbers</i>	- is able to round natural numbers to 10,000 in tens, hundreds and thousands - makes estimates of results - checks the correctness of results	Rounding to tens, hundreds and thousands Estimating results Checking results	
<i>Solves and creates tasks with the application of arithmetic operations in natural numbers</i>	- solves and creates tasks with adding up, subtracting, multiplying and dividing - solves and creates verbal exercises - converts units of length and time	- Solving and creating tasks with adding up, subtracting, multiplying and dividing Solving and creating verbal exercises with multiple steps or operations Converting units of length and time	
Interdependances, relations and working with data			
<i>reads and creates simple diagrams</i>	- reads and creates simple diagrams and tables	Reading data, creating tables, diagrams and graphs	
<i>finds, collects and sorts data</i>	- finds, collects and sorts data	Working with encyclopaedias, internet sources etc.	
Geometry in plane and space			
<i>draws basic 2D objects (square, oblong, triangle and circle), uses basic constructions</i>	- draws a square, an oblong, a triangle and a circle - constructs the axis of an abscissa - marks the center of an abscissa	Square, oblong, triangle, circle Axis of abscissa Center of abscissa	
<i>graphically adds and subtracts abscissas, the circumference of a polygon by adding up</i>	- graphically adds and substractzs abscissas - measures the circumference of a polygon by adding up	Graphical aggregate and difference of abscissas Circumference of polygons	
<i>constructs parallels and perpendiculars</i>	- constructs parallels and perpendiculars	Parallels and perpendiculars	

<i>finds out the area of a shape using a square grid, learns basic units of area</i>	- finds out the area of a shape using a square grid	Area of square and oblong in a square grid	
<i>distinguishes axially symmetrical shapes and shows the symmetry using a square grid or folding paper</i>	- distinguishes axially symmetrical shapes and shows the symmetry using a square grid or folding paper	Axially symmetrical shapes, axial symmetry	
Special applied problems and tasks			
<i>solves simple verbal exercises and practical problems that are to an extent independent from standard methods studied in school</i>	s simple verbal exercises and practical problems that are to an extent independent from standard methods studied in school	Chains, pyramids, magic squares, problems with spatial imagination, number games etc.	

MATHEMATICS – GRADE 5			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Numbers and numerical operations			Personal and social education Development of cognitive skills - exercising cognitives skills, attention and concentration - exercising memory and problem solving Recognizing people - <i>appreciating and seeing the advantages of differences</i> Co-operation and competition - development of social skills needed for ethical competition Problem solving and decision making - skills for problem solving and decision making in varied situations Multicultural education Interpersonal relations - tolerance, empathy, ability to understand others
<i>when counting by heart and by writing uses commutativity and asociativity of adding and multiplying</i>	- when adding and multiplying by heart and by writing takes advantage of commutativity and asociativity - multiplies and divides a number by 10, 100, 1,000 and their multiples	Natural numbers to 1,000,000 Advantages in counting - commutativity and asociativity of multipliers and summands Multiplying and dividing by 10, 100, 1000 and their multiples	
<i>written counting operation in natural numbers</i>	- adds and substracts natural numbers to 1,000,000 - understands algorithms of written multiplying and dividing with two figure numbers	Written subtraction and addition Written multiplication and division with two figures	
<i>rounds natural numbers, makes estimates and checks the results of operatrions in natural numbers</i>	- rounds natural numbers to 1,000,000 to thousands, tens of thousands and hundreds of thousands - estimates results - checks the correctness of results	Rounding to thousands and tens and hundreds of thousands Estimating results Checking results	
<i>creates and solves tasks while applying numerical operations in natural numbers</i>	- creates and solves tasks while applying numerical operations in natural numbers	Solving and creating verbal exercises using adding, subtraction, multiplication and division Tasks with missing or redundant data Converting units of length and time	
Interdependance, relations and working with data			
<i>creates and inteprets simple tables and diagrams</i>	- creates and inteprets simple tables and diagrams	Reading data, creating tables, diagrams and graphs	
<i>finds, collects and analyzes data</i>	- finds, collects and analyzes data	Finding and analyzing information from different sources, creating schemes and overviews	Thinking in European and global context Europe and the world - life of Europeans - lifestyle in European families
Geometry in plane and space			
<i>draws basic 2D objects (square, oblong, triangle and circle), uses basic constructions</i>	- draws a square, an oblong, a triangle and a circle - constructs the axis of an abscissa - marks the center of an abscissa	Square, oblong, triangle, circle Axis of abscissa Center of abscissa	
<i>graphically adds and substracts abscissas, the circumference of a polygon by adding up</i>	- graphically adds and substracts abscissas - measures the circumference of a polygon by adding up	Graphical aggregate and difference of abscissas Circumference of polygons	
<i>constructs parallels and perpendiculars</i>	- constructs parallels and perpendiculars	Parallels and perpendiculars	
<i>finds out the area of a shape using a square grid, learns basic units of area</i>	- finds out the area of a shape using a square grid	Area of square and oblong in a square grid in square cm and metres	

<i>distinguishes axially symmetrical shapes and shows the symmetry using a square grid or folding paper</i>	- distinguishes axially symmetrical shapes and shows the symmetry using a square grid or folding paper	Axially symmetrical shapes, axial symmetry	
Special applied problems and tasks			
<i>solves simple verbal exercises and practical problems that are to an extent independent from standard methods studied in school</i>	s simple verbal exercises and practical problems that are to an extent independent from standard methods studied in school	Chains, pyramids, magic squares, problems with spatial imagination, number games etc.	

INFORMATION TECHNOLOGIES

Characteristics of the subject

Organization and contents of the subject

Information Technology enables pupils to attain basic computer literacy levels, to know and use computers and communication technology including the internet in real-life situations. This knowledge will be used in all other classes as well as many areas of life outside school.

The content of IT covers three main areas: Basics of computer use, Searching for information, Processing and using information

Information Technologies has 1 allocated weekly period in grade 5.

Incorporating cross-section topics

The following cross-section topics are incorporated into IT:

Personal and social education: Creativity, Co-operation and competition

Media education: Functioning of media and its influence on society

Multicultural education: Interpersonal relations

Educational strategies for acquiring key competencies

The teacher leads the pupils to acquire the following competencies:

Learning competencies

The pupil

- is able to look up information on the internet and effectively uses it for studying or deepening knowledge
- is motivated for lifelong learning thanks to the ever changing nature of the internet
- knows and uses general terms and symbols related to information and communication technologies
- tries new things while working with a computer, critically evaluates results
- is able to rate his or her own progress and locate and overcome obstacles to further development of skills

Problem solving competencies

The pupil

- understands the given task and is able to define the core of the problem

- researches information online and sorts the acquired data, is able to suggest solutions or its variants, produces output on the solution in graphic form, multimedia, tables etc.
- is able to solve problems on his or her own using the potential of the computer, the internet and of logic
- is able to check results against information available online, applies successful strategies in other areas or new problems

Communicative competencies

The pupil

- is able to use information and communication technologies
- reacts to communication technologies creatively and uses them to develop skills
- expresses himself or herself adequately, precisely and refinedly
- knows search criteria and methods for search engines
- uses acquired communication skills for co-operation with others
- writes formally correct emails while communicating effectively and handling data in a secure manner

Personal and social competencies

The pupil

- recognizes the possibilities of communication via the internet
- creates a friendly environment in the classroom and is able to help as well as ask for help
- appreciates the experience of others, learns from the way others interact with technology
- has a positive attitude towards self, supporting self-belief and independent development

Civic competencies

The pupil

- knows basic principles of rules, laws, regulations as well as rights and responsibilities with regard to IT
- understands the issue of illegal software
- respects, protects and appreciates cultural and historical heritage
- protects him or herself from health and safety risks

Professional competencies

The pupil

- knows the basics of IT hygiene, is able to adapt to the working environment around the computer

- bears in mind the need for quality, functionality, economy, health and wellbeing of others when working with technology

INFORMATION TECHNOLOGIES – Grade 5			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
<p>Basics of computer use</p> <ul style="list-style-type: none"> - <i>knows basic and standard functions of the computer and the most common peripherals</i> - <i>respects the rules of safe work with hardware and software</i> - <i>protects data from damage, loss and misuse</i> <p>Looking up and using information</p> <ul style="list-style-type: none"> - <i>looks up information on search engines, in libraries, databases</i> - <i>communicates via the internet or other common communication technologies</i> <p>Analyzing and using information</p> <ul style="list-style-type: none"> - <i>is able to make basic adjustments to text and pictures in common software</i> 	<p>The pupil</p> <ul style="list-style-type: none"> - can switch the computer on and off - opens and closes applications - uses peripherals - can draw basic shapes or pictures - composes simple texts - uses different fonts - makes their own folder to save documents - downloads data from the internet - is able to connect to the internet - creates an e-mail account - looks up basic information on the internet - communicates via internet - creates spreadsheets for practical use (timetables, calendars) - looks up information in applications - is able to combine text and pictures - inserts objects and pictures into text - creates leaflets, invitations, diplomas etc. using original designs - uses acquired skills actively 	<p>Basic terms of IT</p> <p>Operation systems and their basic features</p> <p>Basic PC maintenance, hardware and software troubleshooting</p> <p>Communicating via e-mail</p> <p>Information methods and tools</p> <p>Basic features of word processors and picture editors</p> <p>Computers and multimedia</p> <p>Safety and health risks of using information technologies</p> <p>Understanding file formats</p> <p>Methods and tools for research</p>	<p>Personal and social education</p> <p>Creativity</p> <ul style="list-style-type: none"> - development of basic creativity – flexibility of ideas, originality <p>Co-operation and competition</p> <ul style="list-style-type: none"> - being able to link up with others and develop ideas in co-operation - being able to give up ideas or solutions for the good of a task <p>Media education</p> <p>Receptive activity</p> <p>Functioning of media and its influence on society</p> <ul style="list-style-type: none"> - the influence of media on everyday life - the role of media from the perspective of an individual - understanding media as a source of information <p>Multicultural education</p> <p>Interpersonal relations</p> <ul style="list-style-type: none"> teaching pupils to communicate and coexist in groups with different pupils <p>Final projects</p>

COSMIC EDUCATION

Characteristics of the subject

Organization and contents of the subject

Cosmic Education is a complex subject taught continuously from grades 1 to 5. Pupils learn about people, family, society, homeland, nature, culture, technology, health and other topics. Perspectives of the past as well as present time are also discussed and all knowledge aims to be useful in practical life.

An important part of Cosmic Education classes is the individual experience of the pupil coming from particular model situations that lead to better decision making, dealing with situations and other abilities. We emphasize with connecting classes with real life and practical experience. Classes are enriched by trips, theme days, excursions, lectures, visits to the muzeum, zoo, botanical garden etc.

Cosmic Education is divided into five main sections:

Where we live

People around us

People and time

The diversity of nature

People and health

Cosmic Education has 2. weekly allocated periods in the first grade, 3 periods in grades 2-3 and 4 periods in grades 4-5.

Incorporating cross-section topics

The following cross-section topics are incorporated into Humanities in grades 1-5:

Personal and social education: Development of cognitive skills, Self-regulation and self-organization, Mental hygiene, Recognizing people, Interpersonal relations, Communication, Co-operation and competition, Problem solving and decision making, Values, beliefs, ethics

Democratic education: Civic society and school, Citizens, civic society and the state, Forms of participation on political life, Principles of democracy as a form of government and decision making

Thinking in European and global context: Europe and the world

Multicultural education: Cultural differentiation, Interpersonal relations, Ethnic origins, Multiculturalism

Environment: Ecosystems, Basic requirements for life, Human activity and environmental problems, Relationship between man and nature

Media education: Critical reading and interpretation of media messages, Structure of media messages, Functioning of media and its influence on society

Educational strategies for acquiring key competencies

Learning competencies

The teacher

- helps pupils sort information according to set or chosen criteria
- encourages pupils to use the right terminology and symbols
- uses methods with which pupils observe nature, record results and interpret them
- uses suitable materials such as encyclopaedias and other literature

- pupils are led to explore and discover anything that interests and may help to start a later professional career

Problem solving competencies

- pupils test their decision making skills as well as handling different environments in model situations

The teacher

- enables the pupils to discover their unique skills in entertaining tasks
- uses methods which let the pupils discover new things and find solutions on their own
- facilitates the use of specialized literature and use a variety of information sources

Communicative competencies

The teacher

- lets pupils describe the observed and record the observations in expressions, opinions and creations
- encourages the presentation of opinions and thoughts, posing matter-of-fact questions, argumentation, listening to others and explaining own thoughts
- creates opportunities for the presentation and interpretation of texts, images and other media
- organizes classes so that pupils can assist and learn from each other
- encourages the development of vocabulary

Social and personal competencies

The teacher

- assigns tasks for group and teamwork
- encourages effective co-operation among pupils
- uses methods that teach pupils to support their arguments
- leads pupils to respect the opinion of others and appreciating their input
- is interested in the opinions, suggestions and experience of pupils

Civic competencies

The teacher

- demands that pupils adhere to the rules of decent behaviour and responsibility for their actions, especially with regard to the environment and preserving historic and natural heritage
- motivates pupils to actively pursue possibilities for protecting the environment
- leads pupils to respect rules
- enables the pupils to set criteria for the evaluation of their own activity and work results

Professional competencies

The teacher

- encourages pupils to get used to work habits in individual and group work
- leads pupils to plan work and working methods
- enables pupils to use different material, tools and equipment
- leads pupils to treat tools, material and equipment considerately and economically
- expects adherence to safety and hygiene rules from pupils while working

COSMIC EDUCATION – 1. ročník			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Where we live			
<i>finds the location of own home and the school on a simple map, indicates possible routes and potential risk along the way</i>	- distinguishes potential risk in the surrounding	Home Home environment Orientation around home	Personal and social education Development of cognitive skills -exercising cognitive skills, attention and concentration - exercising memory and problem solving Mental hygiene Recognizing people Interpersonal relations - how to maintain good relationships - effective communication, empathy, co-operation
<i>learns in which region is the hometown located, observes and describes changes in the immediate surroundings</i>	- observes changes in surroundings	School School environment Activities in school	
<i>distinguishes between living and non-living elements in the environment and discusses their variety and aesthetics</i>	- distinguishes between living and non-living elements in the environment	Area around the school and getting there safely My town and its surroundings Living and non-living elements in the environment	
People around us			
<i>distinguishes between different type of family relations, the roles of family members and their relationships</i>	- distinguishes between different family relations - gives examples of different roles in the family	Family Role of individuals in the family, family relationships	Communication Co-operation Multicultural education Cultural differences - respecting each other Ethnic origins - different ways of life Multiculturalism - Multiculturalism today Ethnic Day
<i>knows the importance of different professions and activities</i>	- talks about helping with chores at home - names different professions	Law and justice Rights and responsibilities	
<i>shows tolerance towards natural differences of classmates, their strengths and weaknesses</i>	- observes the abilities of classmates and names them	Work Helping at home, professions Living together Interpersonal relations, communication Human behaviour Basics of good manners	
People and time			
<i>use expressions of time while solving everyday situations, distinguishes between the past, present and future</i>	- distinguishes between the past, present and future - describes his or her day chronologically - knows the days of the week	Orientation in time Basic orientation in time Parts of day, hours, days of the week	Thinking in European and global context Europe and the world - getting interested in regional developments and heritage
<i>names outstanding people in history, cultural or historical landmarks, important events of the region, interprets myths tied to hometown or home region</i>	- tells about landmarks in Prague	Daily routines Seasons of the year Regional landmarks Landmarks in Prague	
<i>uses elementary knowledge of self, the family and human activity, of society, living and working together; uses examples to compare present with the past</i>	- describes favourite activities and games - describes traditions in the family (Christmas traditions etc.)	Past and present in our life Free time Lifestyle now and then Traditions in the family	

The diversity of nature		
<i>observes, describes and compares visible changes in nature during the four seasons</i>	- observes, describes and compares visible changes in nature during the four seasons	Natural conditions Weather Earth in space Seasons of the year Day and night Plants and animals Ways of life Importance in nature and to man Non-living nature Substances and their properties
<i>sorts natural artifacts by type, gives examples of organisms living in particular habitats</i>	- names some animals, plants and mushrooms - specifies typical signs of some organisms	
<i>conducts simple experiments with known substances, describes their common and different properties using simple tools and equipment</i>	- conducts simple experiments	
People and health		
<i>learns basic hygiene rules and tips for prevention using elementary knowledge of the human body</i>	- describes usual daily routine - practises basic hygienic rules, makes them a part of daily routine - knows basic parts of the human body	Staying healthy Daily regime Drinking regime Healthy food Personal hygiene Clothing hygiene Staying fit Human body basic description Personal safety Rules of safe behaviour Emergency situations (bullying, abuse, sexual abuse) Staying safe in emergency situations Safety in the street Situations of mass emergency
<i>adheres to basic safety rules in order not to risk harm to self and to others</i>	- behaves in a safe manners towards self and others	
<i>is cautious when meeting strangers, refuses unpleasant communication, asks for help for self or for someone else when needed</i>	- shows suitable behaviour in model situations - understands that some people consciously mean harm	
<i>knows basic rules for moving in streets</i>	- crosses the road with the help of an adult - looks both ways before crossing the road - crosses the road on green light where applicable - adheres to basic rules and shows good maners when using public transport	
<i>reacts adequately to instruction from adults in emergency situations</i>	- reacts to instruction from the tacher, respects agreed signals	

COSMIC EDUCATION – GRADE 2			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Where we live			Personal and social education Development of cognitive skills - exercising attention and concentration - problem solving Mental hygiene - asking for help when necessary Recognizing people - getting to know the class - recognizing people and tolerating their differences Interpersonal relations - maintaining good relations - effective communication, empathy, co-operation Communication - ability to link up with others - assertive communication Co-operation and competition - communication with mutual respect Values, beliefs, ethics - responsibility for own behaviour Multicultural education Cultural differences - uniqueness and individuality of people Ethnic origins - equality of all ethnic groups and cultures Multiculturalism - Multiculturalism today
<i>finds the location of own home and the school on a simple map, indicates possible routes and potential risk along the way</i>	- distinguishes potential risk in the surrounding	Home Home environment Orientation around home	
<i>learns in which region is the hometown located, observes and describes changes in the immediate surroundings</i>	- observes changes in surroundings	School School environment Activities in school Area around the school and getting there safely	
<i>distinguishes between living and non-living elements in the environment and discusses their variety and esthetics</i>	- distinguishes between living and non-living elements in the environment	My town and its surroundings Living and non-living elements in the environment	
People around us			
<i>distinguishes between different type of family relations, the roles of family members and their relationships</i>	- distinguishes between different family relationships - explains the different roles in the family and the rights and responsibilities in those roles	Family The individual and the family Family relationships Roles of family members	
<i>knows the importance of different professions and activities</i>	- knows a variety of professions - evaluates own work - explains the need for different professions - describes the profession of parents	Law and justice Rights and responsibilities of pupils Professions Professions and professional activities	
<i>shows tolerance towards natural differences of classmates, their strengths and weaknesses</i>	- describes ways to diffuse arguments - evaluates unsuitable behaviour, finds solutions with the help of the teacher - adheres to class and school rules	Living together Tolerance Problem solving Human behaviour Rules of good manners	
People and time			
<i>use expressions of time while solving everyday situations, distinguishes between the past, present and future</i>	- orientates in time - tells time and date using the clock and calendar - names days, months, seasons and briefly describes them	Orientation in time Clock Calendar Days, months, seasons	
<i>names outstanding people in history, cultural or historical landmarks, important events of the region, interprets myths tied to hometown or home region</i>	- observes and describes cultural and natural heritage - links a myth or legend to home town or region	Myths and legends Cultural and historical landmarks Local legends	
<i>uses elementary knowledge of self, the family and human activity, of society, living and working together; uses examples to compare present with the past</i>	- knows objects of daily use and objects for fun - know the meaning of important days and holidays - compares present and past traditions	Present and past in our life Where we live Objects of everyday use Objects for sports and games Tools and equipment Holidays and important days Christmas and Easter traditions	

The diversity of nature		Natural conditions Weather Earth in space Seasons of the year Day and night Plants and animals Ways of life Importance in nature and to man Non-living nature Substances and their properties	Ethnic Day Thinking in European and global context Europe and the world - regional developments and landmarks Environmental education Ecosystems - forest, fiels, water resources and human activity Human activity and environmental issues
<i>observes, describes and compares visible changes in nature during the four seasons</i>	- observes, describes and compares visible changes in nature during the four seasons		
<i>sorts natural artifacts by type, gives examples of organisms living in particular habitats</i>	- names some animals, plants and mushrooms - specifies typical signs of some organisms - plants and nurtures a plant - knows the rules of safe handling of unknown species		
<i>conducts simple experiments with known substances, describes their common and different properties using simple tools and equipment</i>	- conducts simple experiments - describes differences between substances		
People and health			
<i>learns basic hygiene rules and tips for prevention using elementary knowledge of the human body</i>	- describes those parts of the daily routine that need improvement or limitation (time to study, play, relax, do sports)		
<i>adheres to basic safety rules in order not to risk harm to self and to others</i>	- explains the risks of manipulating with electrical appliances and unknown objects - gives first aid on case of minor injuries		
<i>is cautious when meeting strangers, refuses unpleasant communication, asks for help for self or for someone else when needed</i>	- shows suitable behaviour in model emergency situations - realizes that he or she is not able to go anywhere without consent from adults, especially with strangers, to let strangers into home etc.		
<i>knows basic rules for moving in streets</i>	- describes the basic rules for pedestrians and bicycles vyjmenuje - knows traffic signs for pedestrians and bicycles		
<i>reacts adequately to instruction from adults in emergency situations</i>	- reacts adequately to instructions from adults in model situations	Staying healthy Daily regime Drinking regime Healthy food Personal hygiene Clothing hygien Staying fit Human body Life requirements Parts of the body Personal safety Rules for personal safety Important telephone numbers Emergency situations (bullying, abuse, sexual abuse) Staying safe in emergency situations Safety in the street Situations of mass emergency	

COSMIC EDUCATION – GRADE 3			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Where we live			Personal and social education Development of cognitive skills - exercising attention and concentration - problem solving Mental hygiene - asking for help when necessary Recognizing people - getting to know the class - recognizing people and tolerating their differences Interpersonal relations - maintaining good relations - effective communication, empathy, co-operation Communication - ability to link up with others - assertive communication Co-operation and competition - communication with mutual respect Values, beliefs, ethics - responsibility for own behaviour Multicultural education Cultural differences - uniqueness and individuality of people Ethnic origins - equality of all ethnic groups and cultures Multiculturalism - Multiculturalism today Environmental education Ecosystems Human activity and environmental problems
<i>finds the location of own home and the school on a simple map, indicates possible routes and potential risk along the way</i>	<ul style="list-style-type: none"> - finds home and the school on a simple map - describes the way home and to the school - recognizes possible risk around the school - uses landmarks around the school for orientation 	Home Orientation in home and school area, points of interest School School surroundings and a safe route to school My town and its surroundings Parts of the town, landmarks, infrastructure Maps Near countryside	
<i>learns in which region is the hometown located, observes and describes changes in the immediate surroundings</i>	<ul style="list-style-type: none"> - assigns the right region to hometown, observes and describes changes in the immediate area - on a map of local area shows the main natural landmarks, rivers, lakes, roads, forests, recreation areas etc. with correct names 		
<i>distinguishes between living and non-living elements in the environment and discusses their variety and esthetics</i>	<ul style="list-style-type: none"> - distinguishes between natural and man-made objects in the environment - appreciates the variety and esthetics of the surroundings 		
People around us			
<i>appreciates the need for different professions and activities shows tolerance towards natural differences of classmates, respects their strengths and weaknesses</i>	<ul style="list-style-type: none"> - appreciates the need for different professions and activities 	Family Professions and professional activities, Manual and intellectual work Living together Tolerance to differences	
<i>shows tolerance towards natural differences of classmates, respects their strengths and weaknesses</i>	<ul style="list-style-type: none"> - shows tolerance towards natural differences of classmates, respects their strengths and weaknesses - helps younger children 		
People and time			
<i>use expressions of time while solving everyday situations, distinguishes between the past, present and future</i>	<ul style="list-style-type: none"> - plans activities with regard to the time needed 	Orientation in time a časový řád Knowing the time Calendar Present and past in our life Birthdays, celebrations in the family Important dates The course of human life Life and traditions of people now and then Regional landmarks Myths and legends History of the region and ancestors	
<i>names outstanding people in history, cultural or historical landmarks, important events of the region, interprets myths tied to hometown or home region</i>	<ul style="list-style-type: none"> - names outstanding people in history, cultural and historical landmarks, important events in the region, interprets local myths and legends 		
<i>uses elementary knowledge of self, the family and human activity, of society, living and working together; uses examples to compare present with the past</i>	<ul style="list-style-type: none"> - keeps rack of dates of birth of family members, knows other important dates and explains their significance - understands different stages of human life, needs and features of different ages - uses examples to compare lifestyle and traditions of people in the past and in the present 		

The diversity of nature			
<i>observes, describes and compares visible changes in nature through the seasons of the year</i>	<ul style="list-style-type: none"> - compares the changes in nature during the year 	The Earth in space Seasons of the year	

<i>classifies organisms into groups based on specific signs, gives examples of the presence of organisms in a known location</i>	<ul style="list-style-type: none"> - classifies organisms based on specific signs - gives examples of plants and animals present in an area - identifies known trees and plants by some of their parts - names free roaming, agricultural and domesticated animals, compares them 	<p>Conditions for life Weather, changes in nature across the seasons</p> <p>Plants and animals Signs of life and life requirements, process and different ways of life, nutrition, construction of the body of most common animals, importance of plants and animals for man</p> <p>Classification of plants and trees Local plants and animals, trees, decorative plants, useful plants, protected species, wild vs domesticated animals</p> <p>Substances and their properties Properties of substances, comparing and classifying substances, changes of state of substances, measurements, experiments</p>
<i>conducts simple experiments with known substances, describes their similarities and differences, makes basic measurements with tools and equipment</i>	<ul style="list-style-type: none"> - conducts elementary experiments with groups of known substances - adheres to safety rules - make basic measurements using simple equipment 	
People and health		
<i>learns basic hygiene rules and tips for prevention using elementary knowledge of the human body</i>	<ul style="list-style-type: none"> - chooses an adequate diet - maintains standards of hygiene, routines and other preventive methods using elementary knowledge of the human body - suitably expresses a positive attitude towards health 	<p>Staying healthy Nutrition, sports, illness and injuries First aid</p> <p>Human body Structure and basic functions Signs and requirements for life Sexual differences between men and women</p> <p>Personal safety Rules of safe behaviour Important telephone numbers Emergency situation (bullying, abuse, sexual abuse etc.) Staying safe in risk environments and situations Professional help Staying safe on the road</p> <p>Mass emergency situations</p>
<i>adheres to basic safety rules in order not to risk harm to self and to others</i>	<ul style="list-style-type: none"> - calls an adult in case of medical complications, injury or health risk - knows who to turn to in case of risks, abuse, bullying etc. (parents, teachers, family members, helplines, crisis centers...) - knows or finds emergency telephone numbers 	
<i>is cautious when meeting strangers, refuses unpleasant communication, asks for help for self or for someone else when needed</i>	<ul style="list-style-type: none"> - reacts adequately to dangers in model situations 	
<i>knows basic rules for moving in streets</i>	<ul style="list-style-type: none"> - adheres to basic rules for pedestrians and cyclists 	
<i>reacts adequately to instruction from adults in emergency situations</i>	<ul style="list-style-type: none"> - acts adequately to instruction from adults in emergency situations 	

COSMIC EDUCATION – GRADE 4

EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Where we live			Personal and social education

<i>determines points of the compass in nature or with the use of a map, adheres to rules of safe exploration of the outdoors</i>	<ul style="list-style-type: none"> - determines cardinal points using a compass - determines cardinal points using natural clues - determines cardinal points using a map - orientates outdoors with a map - knows the rules of safe exploration of the outdoors 	The landscape Cardinal points The compass Using a topographic map Behaviour in nature	<i>Development of cognitive skills</i> - exercising cognitive skills, attention and concentration - exercising memory Self-regulation and self-organization - exercising self-control, self-regulation, planning Recognizing people Interpersonal relations Communication - specific communication skills Media education Receptive activities Critical reading and perception of media messages The role and influence of media on society - critically interpreting news and advertisements - identifying the basic orientation features in a text
<i>distinguishes between sketches, plans and basic type of maps; is able to learn basic information about nature and infrastructure from maps of the Czech republic, Europe and the world</i>	<ul style="list-style-type: none"> - distinguishes between sketches, plans and basic type of maps, explains the meaning of colours and symbols - finds explanations in the map legend - finds basic information on map of the country - names and locates neighbouring countries on the map 	Geographic and specialized maps Contents, graphics, symbols Regions of the country Prague and selected regions Czech republic:	
<i>finds and explains the location of home in relation to the rest of the country</i>	<ul style="list-style-type: none"> - locates Prague on a map of the country - finds places on the map 	natural conditions, resources, industry, services, cities, neighbouring countries Europe and the world	
<i>finds regional patterns in nature, habitation, economy and culture, describes the importance of the region</i>	<ul style="list-style-type: none"> - knows important landmarks and buildings in Prague - finds regional patterns in nature, habitation, economy and culture - describes the importance of the region with regard to nature, history, politics, economy etc. 	Continents Hometown, local countryside Prague and the Czech republic - landmarks, infrastructure, nature, economy, culture, history, politics	
<i>shares with others experience from travelling and compares lifestyles, nature and traditions</i>	<ul style="list-style-type: none"> - tells others about travels (culture, differences, traditions etc.) 	Europe and the world	
<i>distinguishes between major state institutions and knows some of their representatives, state symbols and their meaning</i>	<ul style="list-style-type: none"> - distinguishes between major state institutions and knows some of their representatives, state symbols and their meaning 	Travelling Our country State symbols, constitution and politics	
People around us			
<i>explains basic experience of human relationships, understands and follows rules for interaction with others, between boys and girls, in the family, in the home community etc.</i>	<ul style="list-style-type: none"> - participates on creating common rules - adheres to rules for cohabitation in the school, between boys and girls, in the family, in the local community etc. - is willing to co-operate with classmates - understands and explains generations - is considerate to older people 	Living together Rules of cohabitation Law and justice Rights and responsibilities of pupils of the school Family	
<i>understands differences between individuals, is able to defend his or her opinions and realize mistakes, adopts common rules and methods together with classmates</i>	<ul style="list-style-type: none"> - respects the differences of others, different opinions, taste, family traditions etc. - is able to co-operate with classmates 	Relations in the family Relations between generations Human behaviour Attributes of others	
<i>understands different forms of ownership, uses money in everyday situations</i>	<ul style="list-style-type: none"> - uses money in everyday situations 	Rules of good manners Tolerance to differences Co-operation Ownership Money and shopping	

People and time		Orientation in time Life in the past and in the present Myths and legends – history of the region and ancestors, legend and reality Present and past in our life Oldest forms of statehood in the region, Slavic tribes, legends and reality, Great Moravian empire, Czech state of the Přemysl clan, rise of christianism, Cyril and Method, St.Wenceslaus, origins of the Czech kingdom, Czech state under Charles IV., economic and cultural boom, Hussitism, the rule of George of Poděbrady, the rule of Rudolph II. and the Habsburg monarchy, important dates, events and people	Multicultural education Cultural differences - individuality and uniqueness of people - people as a unity of body and soul - discovering own cultural roots - respecting the differences of other ethnics, especially foreigners in the school or the area - basics of social and cultural differences in the Czech republic and Europe
<i>works with information regarding time and uses it to understand relations between events and activities</i>	- describes the lifestyle of ancient civilizations - describes the differences of living in different time periods - explains the difference between legends and historical facts		
<i>distinguishes between the present and the past and knows basic milestones of history and the present with regard to regional specifics</i>	- knows the first forms of state in our region - evaluates the economical and cultural development in different stages of Czech statehood - describes the way of life of people in different periods - knows the most important people of different periods		
The diversity of nature		Balance in nature Basic ecosystems Diversity of life Importance of organisms and their interdependability Plants and animals Signs of life Requirements for life Nutrition Body structure Importance to nature and man Taxonomy of plants and animals Fish, amphibians, reptilians, birds, mammals, invertebrae Minerals and soil Creation of soil and its importance Economic importance of minerals Erosion Water and air Location, properties and forms of water, importance for life Being considerate to nature Protection of the environment, plants and animals Substances and their properties Different state of substances, their properties, comparison, measurements, experiments	Ethnic Day Democratic education Forms of participation on political life Civic society and school - election systems, democratic elections and politics - the city as a basic unit of the self-governance in the state
<i>explores basic ecosystems across regions, understands interdependability in nature and the similarities and differences of organisms</i>	- observes basic ecosystems - assesses the variety of life in selected environments (forest, field, garden, stream, pond etc.)		
<i>compares elementary signs of life between organisms, is able to sort some organisms into categories using literature</i>	- describes the constitution of animals and plants - explains basic signs of life - explains the nutrition of plants - sorts plants into basic categories using specialized literature		
<i>discovers and understands interdependability between living and non-living parts of the environment as well as between the actions of mankind and the state of the environment</i>	- explains the formation of soil and erosion - describes the importance of minerals and soil for life - describes the cycle of water in nature - understands the importance of air and water for nature and man		
<i>evaluates particular activities of man on nature and knows actions which can cause damage to the environment</i>	- gives examples of human interaction with nature - behaves in nature so as not to leave traces		
<i>plans and sets up a simple experiment, conducts it, records and interprets results</i>	- plans a simple experiment - plans and explains the methods - records, evaluates and interprets the results		

People and health			
<i>uses knowledge of the human body to explain basic functions of the body and rules for staying healthy</i>	<ul style="list-style-type: none"> - describes the human body, its surface, support, movement, sensory and digestive systems - explains the basic differences between the body of a man and a woman including reproductive organs 	<p>Human body Life requirements, Structure of human body, Differences between men and women</p> <p>Healthcare, nutrition Daily routine, drinking regime, sports, nutrition, First aid, prevention of injuries</p> <p>Personal safety Being safe in risk environments, safety in the street for pedestrians and cyclists, emergency situation (bullying, abuse, sexual abuse etc.), brutality and other forms of violence in the media</p> <p>Mass emergency situations</p>	
<i>learns and follows basic rules for staying healthy and preventing injuries and illness</i>	<ul style="list-style-type: none"> - practices the basics of optimal nutrition, relaxation, good sleep - adequate movement 		
<i>tends to minor injuries and gives first aid</i>	- tends to minor injuries in model situations and calls medical help		
<i>is considerate to the opposite sex and understands the basics of sexual behaviour for the dequate age group</i>	- is considerate to the opposite sex		
<i>reacts adequately in risk situations or model situations of emergency</i>	<ul style="list-style-type: none"> - detects potential risks - understands the right to be safe and free from abuse 		

COSMIC EDUCATION – GRADE 5			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Where we live		The environment around us (our region) Surface of the earth and its shapes, layout of water, soil, plants and animals, effects of human activity on the environment Europe and the world Continents, European states, EU, travelling	Personal and social education Self-regulation and self-organization - exercising self-control and self-regulation, control of will - organization of time - planning studying - setting personal targets and taking steps towards achieving them Co-operation and competition - development of skills for cooperation (self-regulation when in disagreement or resistance, ability to give up stances) Democratic education Citizens, civic society and the state - organized societies and movements Principals of democracy as a form of government and decision making - democracy as the opposite of dictatorship and anarchy - principals of democracy - basic categories of the functioning of democracy - the importance of the constitution as the basic law of a country - democratic solving of personal conflicts or conflicts in the society
<i>distinguishes between sketches, plans and simple maps, finds basic data about natural conditions and cities on the map of the country, Europe and the world</i>	<ul style="list-style-type: none"> - on a map of Europe and the world reads information about natural conditions and cities, knows continents, oceans etc. - describes the location of places (e.g. hemisphere) - locates other European countries and cities on the map - finds the information whether a state is in a member of the EU - simply describes the importance of the EU 		
<i>defines and explains the location of home or place of stay in context of the landscape or the country</i>	<ul style="list-style-type: none"> - shares with others experience from travelling and compares lifestyles, nature and traditions 		
People around us		Family Role of the individual in the family Life and function of the family Living together Interpersonal relations, communication, business, companies, interest groups, churches, charity Human behaviour Democratic principles Law and justice Basic human rights and childrens rights, rights and responsibilities of the pupils of the school, unlawful actions, legal protection of citizens, property and intellectual property Ownership Private, public, personal, common; tangible and intangible property; money Culture Forms and expression of culture, cultural institutions Basic global problems Notable social problems, problems of consumer society, hatred between groups, global problems of the environment	
<i>explains basic experience of human relationships, understands and follows rules for interaction with others, between boys and girls, in the family, in the home community etc.</i>	<ul style="list-style-type: none"> - participates on creating common rules - adheres to rules for cohabitation in the school, between boys and girls, in the family, in the local community etc. - is willing to co-operate with classmates - understands and explains generations - is considerate to older people 		
<i>understands differences between individuals, is able to defend his or her opinions and realize mistakes, adopts common rules and methods together with classmates</i>	<ul style="list-style-type: none"> - respects the differences of others, different opinions, taste, family traditions etc. - is able to co-operate with classmates 		
<i>understands different forms of ownership, uses money in everyday situations</i>	<ul style="list-style-type: none"> - uses money in everyday situations - recognizes the value of money 		
<i>indicates changes in immediate environment and proposes ways to improve the local environment</i>	<ul style="list-style-type: none"> - recognizes some social problems - behaves ecologically 		

People and time		Orientation in time History as a series of events; calendars, years (BC and AD), generations Present and past in our daily life Changes to way of life, housing, objects of everyday use, stages in life, national holiday and important days Regional landmarks Conservation of landmarks, people and academic fields exploring history Myths and legends – history of the land of the ancestors	Problem solving and decision making skills for problem solving and decision making in different social roles, problems in interpersonal relationships, self-regulation Environmental education Ecosystems Requirements for life Human activity and problems of the environment
<i>distinguishes between the present and the past and knows the basics of history and present in our country with regard to local specifics</i>	<ul style="list-style-type: none"> - describes in own words the civic, cultural and political life in Czech lands at the turn of the 19th and 20th century - explains the foundation of Czechoslovakia - describes life under Nazi occupation - compares lifestyles in historical periods 		
<i>explains historical reasons behind national holidays and important dates</i>	<ul style="list-style-type: none"> - explains historical reasons behind national holidays and important dates 		
<i>compares and analyses the way of life of our ancestors on particular examples and life today with regard to regional specifics</i>	<ul style="list-style-type: none"> - recognizes the differences of cultural and ethnic groups - compares expressions of culture 		
<i>uses archives, libraries, museums and galleries as information sources for understanding the past</i>	<ul style="list-style-type: none"> - describes in own words the changes to way of life throughout history - visits a library, museum or art gallery - looks up and uses information to support historical facts - explains the necessity to care for historical heritage and landmarks 		
The diversity of nature		The Earth in space – Solar system, night and day, seasons Water and air – Properties, composition, flow of air, importance to life Requirements for life – Diversity of conditions on earth, importance of the atmosphere, soil, plants, animals and weather patterns Plants and animals Life requirements and signs, stages of life, nutrition, structure of the body of most common species, importance to nature and man Taxonomy of plants and animals Balance and nature Relationships between organisms basic ecosystems Being considerate to nature and protecting the environment – responsibility of people, protection of the environment, protection of plants and animals, waste disposal, natural catastrophes and environmental catastrophes Substances and their classification – Sorting substances, changes of state, comparing and measuring substances with the practical use of measuring units Experiments	
<i>explains the connection between the movement of Earth in space and the changing of seasons using elementary knowledge</i>	<ul style="list-style-type: none"> - describes the position of the Earth, other planets and the Sun in the solar system - explains the changing of night and day as a result of the rotation of Earth around its axis - explains the changing of the seasons 		
<i>researches basic ecosystems in selected localities, explains interdependencies between organisms and similarities and differences in forms of adaptation</i>	<ul style="list-style-type: none"> - describes the basic areas of the earth (arctic, temperate, tropical) - describes basic differences in evolution in different areas of the planet 		
<i>compares life of different species, classifies organisms into known groups using literature</i>	<ul style="list-style-type: none"> - compares way of life of different species - classifies organisms into known groups - uses basic atlases and specialized literature 		
<i>explores the interdependencies of living and non-living things, learns about the balance in nature and the effects of human activity on the environment</i>	<ul style="list-style-type: none"> - gives examples of interdependence of living and non-living things - observes organisms in botanical or zoological garden - explains the importance of protected areas, zoos and botanical gardens 		
<i>evaluates activities of man and recognizes those that affect the environment in a positive or negative way</i>	<ul style="list-style-type: none"> - evaluates activities of man with regard to their effect on the environment - gives examples of endangered species of plants and animals 		

MUSIC

Characteristics of the subject

Organization and contents of the subject

Music has 1 allocated weekly period for grades 1 to 5

Teachers use available teaching aids, music instruments, Orff's instruments, audio technology. Educative content is divided into main areas as follows:

Vocal activity – working with voice, cultivating singing and spoken expression

Musical instruments and using them when reproducing and producing

Music and movement – expressing music by movement, dancing and gestures

listening – active music perceiving, recognizing genres, styles and forms

Incorporating cross-section topics

The following cross-section topics are integrated into Music in grades 1 to 5:

Personal and social education: Development of cognitive skills, Self-understanding and self-consideration, Self-regulation and self-organization, Creativity, Interpersonal relations, Communication

Multicultural education: Cultural differentiation, Human relations

Educational and teaching strategies for the development of key competencies:

Learning competencies

The teacher

leads pupils to using correct terms and symbols

makes every pupil experience a success

pupil sings unison with pure intonation and correct rhythm – up to his/her abilities

Problem solving competencies

pupil recognizes different properties of tone, strong changes in rhythm and dynamics of a musical stream

recognizes some instruments in a musical stream, distinguishes vocal, instrumental and vocal-instrumental music

teacher observes all pupils' progress at class

teacher leads pupils to mutual listening

Communicative competencies

The pupil

- gives rhythm and melody to simple texts, improvises in the frame of very simple musical forms
- reacts with movement to music, expresses beat and rhythm, dynamics, melody direction

The teacher

- is interested in pupils' propositions, opinions and experiences
- creates opportunities for relevant communication between pupils

Social and personal competencies

Teacher leads pupils

- to mutual listening
- to taking the others into consideration
- to critical understanding and judging genres

Civic competencies

- pupil is led to critical thinking about work of music content
- teacher makes pupils to share the constitution of music appreciation criteria

Professional competencies

The teacher

- teacher observes all pupils' progress at class
- leads pupils to using generally known terms, signs and symbols
- leads pupils to using different instruments and equipment
- pupil uses simple instruments to accompany music, expresses musical mood by dancing

MUSIC – GRADE 1			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
<i>pupil sings in unison with pure intonation and correct rhythm – up to his/her abilities</i>	<ul style="list-style-type: none"> - repetes correct breathing exercise after the teacher - learns basic rules of voice hygiene 	Vocal activities Correct breathing and pronounciation Extending vocal range Developing head tone Vocal hygiene	Personal and social education Development of cognitive skills <ul style="list-style-type: none"> - exercise for sensorial perception, attention and concentration - exercise of memory skills
<i>- gives rhythm and melody to simple texts, improvizes in the frame of very simple musical forms</i>	<ul style="list-style-type: none"> - Reads nursery rhymes - gives rhythm to simple texts 	Rhythming, melodizing Musical games (echo, call and response, playing with the body)	<ul style="list-style-type: none"> - Creativity - exercise for developing basic creativity characteristics (flexibility of ideas, originality, capacity of finishing ideas realization)
<i>pupil uses simple instruments to accompanying music</i>	<ul style="list-style-type: none"> - names basic Orff's instruments - uses basic Orff's instruments to accompanying music – up to his/her abilities 	Instrumental activities Playing musical instruments – playing the easiest accompanying on Orff's instruments	<ul style="list-style-type: none"> - Interpersonal relations - - empathy and looking at world with another person's eyes
<i>reacts with movement to music, expresses beat and rhythm, dynamics, melody direction</i>	<ul style="list-style-type: none"> - reproduces movements when dancing and playing motional plays 	Music motional activities Moving to music – on the spot, forward and backward Playing with the body By movement expressing tone properties, rhythm and emotional experience	<ul style="list-style-type: none"> - - respecting, supporting, helping
<i>recognizes different properties of tone, strong changes in rhythm and dynamics of a musical stream</i>	<ul style="list-style-type: none"> - reacts by movement to rhythmic and dynamic changes in musical stream 	Listening activities Tone properties: length, power, colour, pitch Lullaby	
<i>pupil sings in unison with pure intonation and correct rhythm – up to his/her abilities</i>	<ul style="list-style-type: none"> - repeats correct breathing exercise after the teacher - learns basic rules of voice hygiene 	Vocal activities Correct breathing and pronounciation Extending vocal range Developing head tone Vocal hygiene	

MUSIC – GRADE 2			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS

<i>sings unison with pure intonation and correct rhythm – up to his/her abilities</i>	<ul style="list-style-type: none"> - distinguishes correct and incorrect breathing - basic knowledge of voice hygiene 	Vocal activities Correct breathing and pronunciation Enlarging voice extent Development of head tone, soft voice setting Notation of vocal music – melody notation using simple graph Intonation, vocal improvisation Voice hygiene	Personal and social education Development of cognitive skills - exercise for sensorial perception, attention and concentration - exercise for memory skills Creativity - exercise for basic creativity skills (flexibility of ideas, originality, ability to finish ideas, realization)
<i>gives rhythm and melody to simple texts, improvises in the frame of very simple musical forms</i>	<ul style="list-style-type: none"> - when giving rhythm to text uses crotchets and quavers in 2/4 and 4/4 bars - up to his/her abilities 	Musical rhythm – singing in 2/4 and 4/4 bars Intonation, vocal improvisation, musical games (echo, question – answer)	
<i>uses simple instruments to accompanying music</i>	<ul style="list-style-type: none"> - uses correctly basic Orff’s instruments - recognizes rhythmic and melodic instruments - reproduces simple motives with Orff’s instruments’ help 	Instrumental activities Playing musical instruments – playing very simple accompanying on Orff’s instruments	
<i>reacts with movement to music, expresses beat and rhythm, dynamics, melody direction</i>	<ul style="list-style-type: none"> - with movement and gestures expresses his/her emotional experience from music - holds hands akimbo, on sides, against each other) 	Musical-motional activities Improvisation in movement using dance steps Accompanying by movement music – simple folkloric dances Expressing by movement properties of tone, rhythm and emotional experience	
<i>recognizes different properties of tone, strong changes in rhythm and dynamics of a musical stream</i>	<ul style="list-style-type: none"> - by hearing recognizes properties of tone - recognizes strong change in stream of music 	Listening activities Properties of tone – length, power, colour, pitch Musical means of expression	
<i>recognizes some instruments in a musical stream, distinguishes vocal, instrumental and vocal-instrumental music</i>	<ul style="list-style-type: none"> - when listening to instrumental music recognizes percussions and brass - recognizes vocal from instrumental music - expresses in own words differences between vocal and instrumental music 	Vocal, instrumental, vocal-instrumental music, human voice and musical instrument Music styles and genres (classical, folkloric, artistic music) – marching music	

MUSIC – GRADE 3			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
<i>sings unison with pure intonation and correct rhythm – up to his/her abilities</i>	<ul style="list-style-type: none"> - knows positive sides of correct breathing and negative sides of incorrect breathing - breathes correctly when singing - explains and observes voice hygiene 	Vocal activities Correct breathing and pronunciation Enlargement of voice extend Development of head tone, soft setting Vocal music notation Intonation, vocal improvisation, Vocal hygiene Canons	Personal and social education Development of cognitive skills - exercise for sensorial perception, attention and concentration - exercise of memory skills - Creativity - exercise for basic creativity skills (flexibility of ideas, originality, capacity of finishing ideas realization) - Selfregulation and selforganization - exercise in selfcontrol, regulation of own behavior and experiencing - Multicultural education - Cultural differences - every person is unique with individual character
<i>gives rhythm and melody to simple texts, improvizes in the frame of very simple musical forms</i>	<ul style="list-style-type: none"> - orients him/herself in a simple notation of a song - when giving rhythm to text uses crotchets, quavers and minims in 2/4 and 4/4 beat - up to his/her abilities - 	Vocal music notation - treble clef, start, bar line, values of notes Musical rhythm – singing songs in 2/4 and 3/4 bars. Musical games	
<i>reacts with movement to music, expresses beat and rhythm, dynamics, melody direction</i>	<ul style="list-style-type: none"> - Choses him/herself the musical instrument - applies rhythmic accompanying in 2/4 and 3/4 beat using crotchets, quavers and minims 	Instrumental activity Playing musical instruments – the easiest accompanying on Orff’s instruments - playing other musical instrument according to individual taste	
<i>reacts with movement to music, expresses beat and rhythm, dynamics, melody direction</i>	<ul style="list-style-type: none"> - expresses with movement, gestures an emotional experience from music 	Musical-motional activities Motional improvisation using dance steps Motional accompanying of listened music – easy folkloric dances, rock and dance Expressing by movement tone properties, pace and emotional experience from music	
<i>recognizes different properties of tone, strong changes in rhythm and dynamics of a musical stream</i>	<ul style="list-style-type: none"> - compares properties of tone - recognizes and describes in own words a strong change in musical stream 	Listening activities Properties of a tone- length, power, colour, pitch Musical means of expression	
<i>recognizes some instruments in a musical stream, distinguishes vocal, instrumental and vocal-instrumental music</i>	<ul style="list-style-type: none"> - distinguishes festive music from popular - recognizes some musical styles and genres - expresses in own words feelings from listening to music - distinguishes by look and tone string, brass and percussion instruments, 	Vocal, instrumental, vocal-instrumental music, Human voice and musical instrument Musical styles and genres Musical instruments	

MUSIC – GRADE 4			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
<i>sings unison or in a duet, major or minor, with pure intonation and correct rhythm – up to his/her abilities and using learned skills</i>	<ul style="list-style-type: none"> - respects given principles of a correct: - sung and spoken expression - interprets and observes principles of vocal hygiene - explains reason of observing rules of vocal hygiene 	Vocal activities Singing and speaking – singing skills (breathing, pronunciation, tone setting and creating, differences in dynamics) Enlarging voice extension Intonation, vocal improvisation Voice hygiene Musical rhythm – singing in 2/3, 3/4 and 4/4 beat Polyphony, delay, canon, folk duets etc. Musical games	Personal and social education Development of cognitive skills - exercise for sensorial perception, attention and concentration - exercise for memory skills Creativity - exercise for basic creativity capacities (flexibility of ideas, capacity of finishing and realizing ideas) - creativity in human relations Multicultural education Cultural differences - every person is unique with individual character
<i>expresses (by singing, playing, dancing, accompanying) a simple melody or a song written in notes- up to his/her abilities</i>	<ul style="list-style-type: none"> - orients him/herself in a simple (graphic) notation of a song 	orientation in notation simple melodies, their reproduction	
<i>based on his/her musical abilities and skills uses simple instrument to accompanying music and to reproducing simple motives of songs and pieces of music</i>	<ul style="list-style-type: none"> - accompanies by two tones on melodic instruments and on rhythmic instruments - recognizes melody from accompanying - chooses him/herself an instrument for accompanying 	Instrumental activities Playing musical instruments, reproducing a motive, a theme of a simple composition using Orff's instruments, recorders, keyboard etc.	
<i>recognizes musical form of a simple songs or piece of music</i>	<ul style="list-style-type: none"> - appreciates importance of some Czech composers - in his/her own words expresses emotional experience from listening to music - recognizes some melodic and expressive changes in songs and compositions 	Listening activities Musical forms (small song, big song, rondeau, variation) Music styles and genres (dancing music, marching and popular music) Music interpretation	
<i>creates simple introductions, interludes and postludes, elementary musical improvisation – up to own abilities</i>	<ul style="list-style-type: none"> - plays two-bar interludes when schoolmates sing - creates simple introductions, interludes and postludes 	Instrumental activities Giving rhythm, melody. Styling, music improvisation	
<i>recognizes in musical stream some of used musical means of expression, metrorhythmic, pace, dynamic and obvious harmonic changes</i>	<ul style="list-style-type: none"> - discerns melody from accompanying - discerns songs in major and minor key - recognizes some musical means of expression 	Properties of tone – length, strength, colour, pitch Relations between tones - harmony - chord Means of music expression – musical elements with a strong semantic charge- rhythm, melody, harmony, colour, contrast, gradation,(rising and descending melody), onomatopoeia, metric, dynamic and rhythmic changes	

<i>interprets music by movement using dancing steps, creates motional improvisations – up to own abilities</i>	<ul style="list-style-type: none"> - can conduct in 2/4 and 3/4 beat - expresses with movement and gestures emocional experience from music listening - when dancing simple folkloric dance uses basic steps 	<p>Musical and motional activities Directing in 2/3 and 3/4 beat Motional accompanying of music in 2/2 and 3/4 beat Dancing plays with singing Easy folkloric dances Expressing music by motion and reaction to changes, motional improvisation using dance steps Space orientation – memorizing and reproducing of dance and motion plays movement</p>	
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MUSIC – GRADE 5			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
<i>sings unison or in a duet, major or minor, with pure intonation and correct rhythm – up to his/her abilities and using learned skills</i>	<ul style="list-style-type: none"> - respects given principles of a correct: <ul style="list-style-type: none"> - sung and spoken expression - interprets and observes principles of vocal hygiene 	<p>Vocal activities Singing and speaking – singing skills (breathing, pronunciation, setting and creating the tone, dynamic singing) Enlarging voice extent Intonation, vocal improvisation Hygiene of voice Musical rhythm – singing in 2/4, 3/4 and 4/4 beat Duets and polyphony – delay, canon, folk duet etc. Musical games</p>	<p>Personal and social education Development of cognitive skills - Exercise for sensorial perception, attention and concentration - Exercise for memory skills 1. Communication - body language, sound and word language - skills for verbal and non-verbal communication</p>
<i>expresses (by singing, playing, dancing, accompanying) a simple melody or a song written in notes- up to his/her abilities</i>	<ul style="list-style-type: none"> - notates „his/her“ melodies - uses notation when singing 	<p>Orientation in the notation of a simple melody, its reproduction Vocal, instrumental, vocal-instrumental music, human voice and musical instrument Music styles and genres (dancing, marching music, pop music etc.) Music interpretation</p>	<p>- Creativity - exercise for basic characteristics of creativity (flexibility of ideas, capacity of finishing and realizing ideas</p>
<i>based on his/her musical abilities and skills uses simple and perhaps more complicated instruments to accompanying music and to reproducing simple motives of songs and pieces of music</i>	<ul style="list-style-type: none"> - accompanies song by tonic and dominant - plays simple folkloric - songs on melodic or rhythmic instruments - chooses the accompanying instrument and explains its choice 	<p>Instrumental activities Playing musical instruments – reproduction of a motive, theme, simple compositions with Orff’s instruments, recorders, keyboard etc.</p>	<p>- exercises for memory skills - Selfunderstanding and selfconception - - myself as a source of information about myself - - the others as a source of information about myself</p>
<i>recognizes musical forms of a simple song or composition</i>	<ul style="list-style-type: none"> - recognizes basic musical forms - appreciates importance of some Czech and world composers - expresses own attitude to listened music 	<p>Listening activities Musical forms (small song, big song, rondeau, variations)</p>	<p>Interpersonal relations - behaviour supporting good relations, empathy and view of the world with another person’s eyes, respecting, supporting, helping</p>
<i>creates simple introductions, interludes and postludes, elementary musical improvisation – up to own abilities</i>	<ul style="list-style-type: none"> - when improvising uses simple introductions, interludes and postludes with rhythmic instruments 	<p>Instrumental activities Giving rhythm, melody, styling, music improvisation</p>	<p>Multicultural education</p>

<i>recognizes in musical stream some of used musical means of expression, metrorhythmic, pace, dynamic and obvious harmonic changes</i>	<ul style="list-style-type: none"> - recognizes and describes in own words - some musical means of expression - expresses attitude to listened music 	<p>Listening activities Properties of tone: length, strength, colour, pitch Relations between tones: harmony, chord Musical means of expression- rhythm, melody, harmony, colour, contrast and gradation, movement of melody (raising and descending), onomatopy, metric, rhythmic, dynamic and harmonic changes</p>	<p>Human relations - developing cooperation with other people</p>
<i>interprets music by movement using dancing steps, creates motional improvisations – up to own abilities</i>	<ul style="list-style-type: none"> - directs in 2/4 beat - expresses by movement, gestures and pantomime emotional experience from music 	<p>Musical motional activities Directing in 2/4 beat Motional accompanying of music – 2/4 beat Easy folkloric dances Motional expression of music – pantomime and motional improvisation with dancing elements</p>	

ARTS

Characteristics of the subject

Delimitation of content, time and organization of the subject

Arts is taught as an independent subject deeply connected to other subjects

Arts has 1 allocated weekly period for grades 1-3 and 2 periods for grades 4-5.

Education in Arts

- aims to the development of interest in arts
- leads to understanding basic terms in arts
- introduces basic rules for using different artistic techniques
- helps understand the artistic process as a way of knowing and communicating
- teaches how to use different artistic ways to express perception, feeling, cognition

Incorporating cross-section topics

The following cross-section topics are incorporated into Arts for grades 1-5:

Personal and social education: Development of cognitive skills, Selfunderstanding and Selfconception, Creativity, Interpersonal relations, Values, beliefs and practical ethics

Thinking in European and global context: Europe and the world

Multicultural education: Cultural differentiation

Environmental education: Basic requirements for life

Media education: Perceiving the author of a media message

Educational strategies for the development of key competencies

Learning competencies

- pupils are lead to independent observation, perception of reality and to solving artistic problems
- teacher leads pupils to active visual-figurative expression

- pupils use their knowledge in other artistic activities
- pupils acquire and express their attitude to visual-figurative expression

Problem solving competencies

- the teacher encourages a creative approach when solving artistic tasks

The pupils

- combine visual-figurative elements to attain figurative expressions
- think of various interpretations of the same visual-figurative expression
- use acquired knowledge to make their own original creations

Communicative competencies

The pupils

- take part in discussion
- respect other people's opinions
- name visual-figurative elements, compare them, appreciate visual-figurative expressions
- are lead by the teacher to enrich their vocabulary with arts terminology

Social and personal competencies

- pupils can work in a group in a creative way
- pupils respect variability of the same visual-figurative expression, possibility of alternative approach
- teacher leads pupils to friendly and mutual help

Professional competencies

- pupils use visual-figurative techniques independently
- pupils adhere to hygiene and safety rules
- teacher leads pupils to observe habits and knowledge

Civic competencies

- pupils understand and respect esthetic demands for the environment
- teacher helps pupils appreciate works of art

ARTS – GRADE 3

EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
<i>recognizes and names elements of visual figurative expression (lines, shapes, volumes, colours, objects), compares them and classifies based on his/her experience, perception and imagination</i>	<ul style="list-style-type: none"> - in own creation uses colours properties and their expressive possibilities - judges expressive possibilities of different types of lines - thickening and diluting of lines, repeting them when looking for the correct shape - discerns and evaluates shapes, colours - structures - recognizes artifacts made by man, observes and compares their shape - knows basic technique skills when working with artistic material 	Painting: tempera gouache, watercolour, pastel, wax pastel Drawing: charcoal, rudder, pencil, stick of wood, China ink, chalk Simple graphic techniques, Combined techniques: collage, printing, monotype, frottage printing in colour, scratching, using and combining natural materials Plastic and space creation: spontaneous games with different plastic materials (clay, modelling clay, dough)	Personal and social education Development of cognitive skills - exercise for sensorial perception, attention and concentration Creativity - flexibility of ideas, originality Selfunderstanding and selfconception - myself as a source of information about myself <i>Thinking in European and global context</i> Europe and the world Life of children in other countries Multicultural education <i>Cultural differencies</i> - respecting cultural differencies Environmental education Basic requirements for life - water (protecting its cleanness, importance)
<i>while creating applies his/her life experience, in plane and space arrangement applies lines, shapex, volumes, colours, objects and other elements and their combinations</i>	<ul style="list-style-type: none"> - applies his/her knowledge from observation when expresses in a plastic way the shape and the function of things, living and non living nature - tells about his/her experiences - interprets his/her experiences in a plastic way - in a plastic way figures a character from fairy tale - represents human body proportions - in a plastic way characterizes persons, their relations, location in the shape 	Development of sensorial perception Elements of visual-figurative expression Lines, shapes, volumes, light and colour properties, their combinations and changes in plane, space, volume Arranging objects to ensembles Dummy copies of houses, trees, flats, playgrounds etc.	
ZDE NIC NENÍ!!!	<ul style="list-style-type: none"> - looks for and creatively works with products of nature using own fantasy - when working with different materials uses folkloric traditions - can organize his/her plastic working 	Sensorial effects of visual-figurative messages Illustrations and illustrators of books for children (p.ex. Ondřej Sekora, Helena Zmatlíková, Josef Lada) and other pieces of art Folk traditions in hand-made objects: Christmas, Easter	
<i>expresses differencies when perceiving events with different senses and choses adequate means to express them</i>	<ul style="list-style-type: none"> - compares differencies in perception of an event by different senses - choses adequate means to express them in a visual-figurative way 	Subjectivity Means of expressing emotions, feelings, states of mind, fantasie, imaginations and personal experiences Manipulating objects, body movement and its positioning in space, action shape of painting and drawing Veryfing communicative effects Personal attitude in communication – its creation and justification, different interpretations of visual-figurative expressions (created individually and taken on), in a group where child lives, comparing them with own interpretation	
<i>interprets different visual-figurative messages, compares different interpretations with his/her experience</i>	<ul style="list-style-type: none"> - judges means of expression of different illustrations - expresses impressions from a piece of art - compares different interpretations with his/her experience - observes other ways of seeing and artistic expression of schoolmates - compares illustrations of different authors of books for children 		
<i>based on own experience finds and integrates the content of visual-figurative expressions which has created, chosen or adapted into communication</i>	<ul style="list-style-type: none"> - speaks and discusses about what he has created and what the others have 		

ARTS – GRADE 4			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
<i>when creating names elements of visual-figurative expression comparing them on base of relations (light relations, colour contrasts, proportional relations and others)</i>	<ul style="list-style-type: none"> - compares light relations, colour contrasts, proportional relations) - choses deliberately tools and techniques for drawing, painting, graphic arts, plastic and space creation 	Drawing: pen, stick of wood, brush, pencil, charcoal, rudder, etc. Painting: tempera gouache, covering colour, water-colour Combined techniques Collage Applied graphic techniques Textile techniques Modelling Space creation: clay, plaster of Paris, wood, stones, textile, lane etc. Different types of paper: plying, folding, scratching, cutting, pressing, tearing, moulding, shifting etc. Folklore elements in hand-mde objects: Christmas, Easter	Personal and social education <i>Development of cognitive skills</i> - exercise of sensorial perception, attention and concentration Creativity - flexibility of ideas, originality - ability to see things in another way, sensibility - creativity in human relations Human relations - relations and our group/class Thinking in European and global context Europe and the world - customs and traditions of European nations - life of children in other countries Multicultural education Cultural differences - understand own cultural anchoring - respecting different ethnics' singularities
<i>uses and combines elements of visual-figurative expression in relations to the whole: in plane expression – lines and colours, in volume expression - modelling and sculpting procedures, in space expression - setting of elements in relation to his/her own body and as an independent model</i>	<ul style="list-style-type: none"> - combines lines and coloured areas - creates simple space objects - expresses human body and head proportions on model 	Developing sensorial perception Organizing elements into a whole on their expressivity, size, and mutual position in static and dynamic expression Subjectivity Types of visual-figurative expressions – differentiation, choice and application, toys, objects, text illustrations, free painting, sculpture, statue, cartoons, comics, photos, electronic image, advertisement Verifying communication effect Communicative content of visual-figurative expressions – in communication with schoolmates, family members and inside groups where the pupil lives (at school and outside school), explaining results of creation according to his/her abilities and set	
<i>when creating expresses deliberately own life experience and aims to his/her closest social relations</i>	<ul style="list-style-type: none"> - gives an artistic shape to his/her experiences 	Illustrations of books for children and their authors (Adolf Born, Josef Čapek, Mikoláš Aleš, Jiří Trnka etc.)	
<i>finds appropriate means to express what sees and perceives with other senses in plane, volume and space creation</i>	<ul style="list-style-type: none"> - expresses his feeling from music by appropriate artistic means 		
<i>Individuality and personality of his/her perception is applied in approach to reality, in creation and in interpreting visual-figurative expression. To express new and unusual feelings and experiences choses and combines freely different means (including means and procedures of contemporary art)</i>	<ul style="list-style-type: none"> - applies personality in own artistic expression - interprets artistic expression based on own feelings and opinion 		
<i>compares different interpretations of visual-figurative expression considering them a source of inspiration</i>	<ul style="list-style-type: none"> - compares different authors' illustrations - when working with different materials uses elements of folkloristic tradition 		
<i>finds and introduces into communication in social relations the content of artistic expressions that has created or modified</i>	<ul style="list-style-type: none"> - declares him/herself to his/her own and others' creation – tolerates different ways of artistic expression 		

ARTS – GRADE 5			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS

<p>when creating names elements of visual-figurative expression comparing them on base of relations (light relations, colour contrasts, proportional relations and others)</p>	<ul style="list-style-type: none"> - in creation applies theoretic and practical knowledge and artistic skills - recognizes different ways of artistic expression in painting and sculpture 	<p>Drawing: pen, stick of wood, brush, pencil, charcoal, rudder, etc. Painting: tempera gouache, covering colour, watercolour Combined techniques Collage Applied graphic techniques Textile techniques Modelling Space creation: clay, plaster of Paris, wood, stones, textile, etc.</p>	<p>Personal and social education <i>Development of cognitive skills</i> - exercise of sensorial perception, attention and concentration Creativity - flexibility of ideas, originality - ability to see things in another way, sensibility - creativity in human relations Human relations - relations and our group/class</p> <p>Thinking in European and global context Europe and the world - customs and traditions of European nations - life of children in other countries</p> <p>Multicultural education Cultural differences - understand own cultural anchoring - respecting different ethnicities' singularities</p>
<p>uses and combines elements of visual-figurative expression in relations to the whole: in plane expression – lines and colours, in volume expression - modelling and sculpting procedures, in space expression - setting of elements in relation to his/her own body and as an independent model</p>	<ul style="list-style-type: none"> - gets to know artistic possibilities of some materials through experimenting - chooses materials and works on them with regard to purpose and esthetic function 	<p>Different types of paper: plying, folding, scratching, cutting, pressing, tearing, moulding, shifting etc. Folklore elements in hand-made objects: Christmas, Easter</p>	
<p>when creating expresses deliberately own life experience and aims to his/her closest social relations</p>	<ul style="list-style-type: none"> - artistic interpretation of his/her feelings from a book, a movie - basic composition rules – expression of space relations - discovers function of writing: communicative and artistic - uses a letter as a decorative element (written, printed, cut off) 	<p>Developing sensorial perception Organizing elements into a whole on their expressivity, size, and mutual position in static and dynamic expression Subjectivity</p>	
<p>finds appropriate means to express what sees and perceives with other senses in plane, volume and space creation</p>	<ul style="list-style-type: none"> - in an artistic way expresses stimulations of other senses - chooses appropriate means for artistic expression 	<p>Types of visual-figurative expressions– differentiation, choice and application, toys, objects, text illustrations, free painting, sculpture, statue, cartoons, comics, photos, electronic image, advertisement</p>	
<p>Individuality and personality of his/her perception is applied in approach to reality, in creation and in interpreting visual-figurative expression. To express new and unusual feelings and experiences chooses and combines freely different means (including means and procedures of contemporary art)</p>	<ul style="list-style-type: none"> - originality and fantasy in creation - to express in an artistic way chooses and combines different means 	<p>Verifying communication effect Communicative content of visual-figurative expressions– in communication with schoolmates, family members and inside groups where pupil lives (at school and outside school), explaining results of creation according to his/her abilities and set</p>	
<p>compares different interpretations of visual-figurative expression considering them a source of inspiration</p>	<ul style="list-style-type: none"> - compares different interpretations of similar themes - takes part in a cultivated discussion about other people's creations - tolerates different artistic expression 	<p>Illustrations of books for children and their authors (Adolf Born, Josef Čapek, Mikoláš Aleš, Jiří Trnka etc.)</p>	
<p>when creating names elements of visual-figurative expression comparing them on base of relations (light relations, colour contrasts, proportional relations and others)</p>	<ul style="list-style-type: none"> - in creation applies theoretic and practical knowledge and artistic skills - recognizes different ways of artistic expression in painting and sculpture 		

PHYSICAL EDUCATION

Characteristics of the subject

Organization and contents of the subject

Physical Education has 2 weekly allocated periods a week in grades 1-5

The school uses a large rented gym, a smaller gym in the school and the school playground. Pupils change into sportswear. The teachers use various methods as well as all available equipment.

Physical Education is divided into three main areas:

- activities improving health – the importance of sports for a healthy lifestyle, preparing the body, developing speed, endurance, agility, co-ordination, sports and safety.
- activities improving the level of ability – agility games, basics of gymnastics, rhythmic exercise and fitness for children, basics of athletics, basics of games, outdoor sports, swimming, skiing, skating and other activities.
- activities for improving learning in PE – communication in PE, basics and rules of behaviour, measuring progress and development information sources on PE

Incorporating cross-section topics

The following cross-section topics are incorporated into PE in grades 1-5:

Personal and social education: Development of cognitive skills, Self-regulation and self-organization, Mental hygiene, Creativity, Interpersonal relations, Communication, Co-operation and competition

Multicultural education: Interpersonal relations

Media education: Critical reading and perception of media messages

Educational strategies for acquiring key competencies

Learning competencies

- pupils are led to familiarize themselves with basic PE terminology, learn to exercise using sketches or diagrams, to measure their progress and development, find out about information sources and events.

- The teacher enables pupils to evaluate their performance using clear criteria.

Problem solving competencies

- Pupils follow safety rules in a sports environment and react adequately in case of injury, deal with problems of unfair conduct, or inadequate equipment or sports environment.
- The teacher gives pupils self-confidence and helps them as necessary.

Communicative competencies

- Pupils are led to co-operate in simple team tasks and activities, react to instructions and orders and learn to issue them, organize simple competitions and activities.
- The teacher encourages pupils to pay attention to each other and to appreciate the input and efforts of others.

Personal and social competencies

- Pupils are led to fair play – they follow rules, acknowledge breaking them, respect the opposite sex, are able to compete in teams or groups.
- The teacher sets tasks which enable co-operation and let the pupils experience success.

Civic competencies

- Pupils are encouraged to show independence and a will to improve themselves, are led to critical thinking, evaluating performances and being considerate to others.
- The teacher lets the pupils participate on the creation of rules for evaluation of performances and activities.

Professional competencies

- Pupils are led to adhere to basic hygiene and safety rules when doing sport outside school, learn to use different sports equipment.

PHYSICAL EDUCATION – GRADE 1

EXPECTED OUTPUT

SCHOOL OUTPUT

CURRICULUM

CROSS-SECTION TOPICS

Activities improving health			Personal and social education Mental hygiene - relaxation Self-regulation - estimating own capability - asking for help Interpersonal relations - maintaining good relations Co-operation - respect, support, help - development of social skills, (leading and being led, teamwork) - development of individual skills for co-operation (self-regulation, positive attitude)
<i>understands the connection between sports and good health and uses makes the most of sporting opportunities. Follows basic rules for safety and hygiene in the school area</i>	- follows basic rules of PE and sports with the help of a teacher - gets changed into the PE kit without help	Hygiene and safety Styng healthy Basic rules for PE and sports Safety rules Hygiene	
Activities improving the level of ability			
<i>is able to perform basic movement tasks with respect to individual ability. Co-operates with classmates in activities and competitions</i>	- respects the rules of games and activities - is able of basic ways of throwing	Sports and games - movement exercises of all varieties with and without equipment - basics of sports – dodgeball, football - holding the ball in both hands and one hands, passing	
<i>is able to participate in exercises with respect to individual ability in groups as well as individually</i>	- names basic gymnastic equipment - does preparatory gymnastic exercises - tries a forward roll	Basics of gymnastics and acrobacy Preparation for a forward roll Exercising on benches	
<i>reacts to basic instructions in individual and group tasks</i>	- immitates the right pose and breathing - can do basic acrobacy (jumping) - reacts to music with movement - rreacts to instructions, signals and gestures of the teacher	Rhythmical exercises and fitness for children Correct body pose Jumps, turns Moving in rhythm Basic instructions and signals	
<i>is able to take part in basic sports using simple techniques in groups or individually</i>	- basic running technique, long jump and ball throw	Basics of athletics Running Sprint – 20-50 m Jumping Stationary long jump Throwing Long throw	
Activities for improving learning in PE			
<i>understands the connection between sports and good health</i>	- exercises by imitating the teacher	Exercises - breathing - compensational - motivational, creative - warm up and stretching	

PHYSICAL EDUCATION – GRADE 2

EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Activities improving health			Personal and social education

<i>understands the connection between regular sport and good health, makes the most of sporting opportunities</i>	-follows rules of correct body pose and breathing - explains why sport is good for us	Exercises - breathing - compensational - motivational, creative - warm up and stretching	Mental hygiene - relaxation Self-regulation - estimating own capability - asking for help - organizing time
Activities improving the level of ability			
<i>is able to participate in exercises with respect to individual ability in groups as well as individually</i>	- takes part in the game - follows basic rules of games and sports - is capable of co-operation - competes within fair play - follows safety rules in games - uses available equipment	Sports and games Games: competitive, contact Basic ball games – dodgeball, football Handling the ball Basic passing with hand and foot	Interpersonal relations - maintaining good relations Co-operation - respect, support, help - development of social skills, (leading and being led, teamwork) - development of individual skills for co-operation (self-regulation, positive attitude)
<i>is able to participate in exercises with respect to individual ability in groups as well as individually</i>	- does preparatory gymnastics exercises - can do a forward roll - does a leap-frog - can walk asisted on a balancing beam - jumps onto a bar and attempts to climb it	Basics of gymnastics and acrobacy Preparing for bacward roll Preparing for trampoline Jumps with legs together Leap-frog Walking on a balancing beam (asissted) Prepring for climbing a bar	
<i>is able to participate in exercises with respect to individual ability in groups as well as individually</i>	- does basic health exercises - is able to do an esthetic pose of the body - masters simple dance steps with regard to individual ability	Rhythm exercises, compensation and fitness Exercising with music Esthetic body pose PE and health	
<i>is able to participate in exercises with respect to individual ability in groups as well as individually, reacts to basic instructions in individual and group tasks</i>	- learns nasic running, jumping and throwing techniques - follows basic rules for athletic activities - develops strength, speed and co-ordination - reacts to basic instructions and signals	Basics of athletics Running 50m sprint Runnig techniques Jumping Stationary jump Throwing Stationary throw and throwing while walking Extended curriculum Endurance test – 600m run	

PHYSICAL EDUCATION – GRADE 3

EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Activities improving health			<i>Personal and social education</i>

<i>understands the connection between regular sport and good health, makes the most of sporting opportunities</i>	<ul style="list-style-type: none"> - understands the importance of warm-up and stretching - knows basic exercises - pays attention to cleanliness of the body and the PE kit - tends to minor injuries and calls help 	<ul style="list-style-type: none"> Getting the body ready for sports The importance of sport for health Personal hygiene in different sporting situations Developing ability, skills, endurance, re-generation, compensation First aid 	<p>Development of cognitive skills - cvičení smyslového vnímání, pozornosti a soustředění</p> <p>Mental hygiene - dovednosti pro pozitivní naladění mysli a dobrý vztah k sobě samému - dobrá organizace času - dovednosti zvládání stresových situací</p> <p>Seberegulace</p> <p>Interpersonal relations - péče o dobré vztahy, chování podporující dobré vztahy</p> <p>Co-operation and competition - respektování, podpora, pomoc - rozvoj individuálních dovedností (seberegulace, dovednost navazovat na druhé, dovednost odstoupit od vlastního nápadu) - rozvoj sociálních dovedností pro kooperaci (řešení konfliktů, vedení a organizace skupiny, respektující komunikace)</p> <p>Creativity - cvičení pro rozvoj základních rysů kreativity</p> <p>Komunikace - řeč těla, řeč zvuků, řeč předmětů</p>
Activities improving the level of ability			
<i>is able to participate in exercises with respect to individual ability in groups as well as individually, co-operates in team exercises</i>	<ul style="list-style-type: none"> -takes part in varied games -can také part in sports with simplified rules -creates variations on known games -records the results of games and helps with refereeing -participates in team activities and competitions 	<p>Sports and games</p> <ul style="list-style-type: none"> Games for the development of creativity and fantasy Contact games Games for improvement of physical condition and movement co-ordination Preparatory games – minibasketball, mini-football Leading the ball, dribbling Catching the ball 	
<i>is able to participate in exercises with respect to individual ability in groups as well as individually</i>	<ul style="list-style-type: none"> - does preparatory exercises - does a forward and backward roll - jumps from a trampoline - walks a balancing beam unaided - practises a handstand with help 	<p>Basics of gymnastics</p> <ul style="list-style-type: none"> Forward and backward roll Preparations for a handstand Jumping up from a trampoline Balancing beam – walking unaided 	
<i>is able to participate in exercises with respect to individual ability in groups as well as individually</i>	<ul style="list-style-type: none"> -expresses a simple melody or rhythm with the body -attempts to move esthetically 	<p>Rhythmical and fitness exercises</p> <ul style="list-style-type: none"> Exercising to music Exercising with equipment Relations between music and movement (rhythm, tempo, bar, melody) Contact with a partner 	
<i>is able to participate in exercises with respect to individual ability in groups as well as individually, reacts to basic instructions in individual and group tasks. Evaluates progress and development</i>	<ul style="list-style-type: none"> -masters basic running, jumping and throwing techniques -measures performance and compares it to past results -attempts to improve performance -reacts to basic instructions in individual and group tasks 	<p>Athletics</p> <ul style="list-style-type: none"> Stationary jump Long jump Stationary throw Preparing for throwing while running Target throwing Running in minor natural obstacles, 60m sprint 	

PHYSICAL EDUCATION – GRADE 4			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Activities improving health			Personal and social education Development of cognitive skills - exercisong of cognitive skills, attention and concentration - Mental hygiene - skills for positive attitude and good relation with self - good time organization - dealing with stress, relaxing - asking for help when needed Co-operation and competition - development of individual skills for co-operation - development of social skills for co-operation (clear and respectful communication etc.) Interpersonal relations - maintaing good relations, respect, support, human rights
follows hygiene and safety rules when taking part in sports	- - understands the importance of warm-up and stretching - - knows basic exercises - - pays attention to clenliness of the body and the PE kit - tends to minor injuries and calls help	Warming up Exercises - motivational - breathing - compensational - endurance - relaxation	
Activities improving the level of ability			
<i>plans regular sport in daily routine, shows autonomy and will to improve</i>	-plays motional games of different varieties -shows autonomy and will to improve	Sports and games - speed - movement - motivation - relaxation - orientation	
<i>is able to participate in exercises with respect to individual ability in groups as well as individually</i>	-knows basic terminology – positions, poses, movement of body, arms and legs etc. -knows the name of used equipment -does a nadstand with aid -tries to leapfrog over equipment of adequate height	basics of gymnastics Forward and backward roll Handstand with aid Preparing for lepa frogging Balancing beam – walking and minor variations	
<i>uses basic terminology, exercises according to a sketch or intructions</i>	-expresses rhythm and melody by moving -dances to a 2/4 beat -names activities and equipment correctly	Rhythmic and fitness exercises for children Exercising to music Folk and other dances	
<i>is able to participate in exercises with respect to individual ability in groups as well as individually</i>	-know basic terminology -knows running techniques -understands the importance of endurance running for general fitness improvement -knows throwing techniques	Basics of athletics A to Z of running Endurance running up to 1000m Starting a run Long jump	
<i>plays fair, repects rules, recognizes and describes breach of rules, reacts to them, is considerate to the opposite sex</i>	-respects roles in a team -plays fair -respects rules -is considerate to the opposite sex	Basics of sports Floorball Minibasketball Minihandball Minifootbal	

PHYSICAL EDUCATION – GRADE 5

EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Activities improving health			<p>Personal and social education</p> <p>Development of cognitive skills</p> <ul style="list-style-type: none"> - exercising cognitive skills, attention and concentration <p>Mental hygiene</p> <ul style="list-style-type: none"> - skills for positive attitude and good relation with self - good time organization - dealing with stress, relaxing - asking for help when needed <p>Co-operation and competition</p> <ul style="list-style-type: none"> - development of individual skills for co-operation -development of social skills for co-operation (clear and respectful communication etc.) <p>Interpersonal relations</p> <ul style="list-style-type: none"> - maintaing good relations, respect, support, human rights - rules of good manners <p>Media education</p> <p>Critical reading and perception of media message</p> <ul style="list-style-type: none"> - evaluation of sports in the media (choice of images and words) - understanding media messages, their aims and rules
<i>exercises correctly on his or her own, follows hygieny and safety rules, reacts adequately in case of an injury</i>	<ul style="list-style-type: none"> - lifts heavy objects correctly - does preparatory, compensational, relaxation and other exercises - knows the rules for the safe use of equipment - gives first aid and calls help in case of injuries 	<p>Warming up Exercises</p> <ul style="list-style-type: none"> - motivational - breathing - compensational - endurance - relaxation 	
Activities improving the level of ability			
<i>plans regular sport in daily routine, shows autonomy and will to improve</i>	<ul style="list-style-type: none"> -plays motional games of different varieties, knows at least ten -shows autonomy and will to improve 	<p>Sports and games</p> <ul style="list-style-type: none"> - speed - movement - motivation - relaxation - orientation 	
<i>evalates the performances of classmates, reacts to instructions for own exercise</i>	<ul style="list-style-type: none"> - uses preparatory exercises to improve agility, strength, speed and co-ordination - knows basic exercising positions standing up and sitting down - evaluates own performance as well as that of others - reacts to instructions for own exercise 	<p>Basics of gymnastics:</p> <p>Hand stand, possibly with aid</p> <p>Acrobatic combinations</p> <p>LeapfroggingR objects with the use of the trampoline or springboard</p> <p>Balancing beam – walking unaided</p>	
<i>Is considerate to the opposite sex</i>	<ul style="list-style-type: none"> - knows several folk dances - can do a viennese waltz an the polka - respects the oppoiste sex in sports, games and dance 	<p>Rhythmic and fitness exercises for children</p> <p>Exercising to music</p> <p>Folk and other dances</p>	
<i>uses sports equipment and terminology, exercises according to sketches or a description of the exercise measures performance and compares to previous results</i>	<ul style="list-style-type: none"> - knows commands for starting athletic events - does preparatory exercises for athletics - sets up a starting point for running (lines, blocks) and issues starting commands - measures and records performance in known sports - compares them against previous results 	<p>Basics of athletics</p> <p>Terrain running up to 15 minutes</p> <p>Throwing while running</p> <p>Long jump</p>	
<i>organizes simple events and competitions for the class</i>	<ul style="list-style-type: none"> - records the results of games and competitions and helps with refereeing - organizes simple sports events and comptitions for the rest of the class 	<p>Basics of sports</p> <p>Taking part in competitions outside school</p> <p>Football</p> <p>Floorball</p> <p>Minihandball</p> <p>Minibasketball</p>	
Activities for improving learning in PE			
<i>knows information sources on PE and sporting events in the area, acquires the information autonomously</i>	<ul style="list-style-type: none"> - finds information resourcces on PE - explains the rules of sports and competitions 	<p>Activities outside school</p> <p>Sporting events</p> <p>Competitions</p> <p>Important sporting events in the media</p>	

Design and Technology

Characteristics of the subject

Contents, time and organization

Design and Technology have 1 allocated period per week for grades 1-5. Pupils learn to work with different materials and tools and familiarize themselves with basic procedures. They learn to plan, organize and evaluate projects individually as well as in groups.

D&T are a part of the scope People and the world of work which is divided into four areas:

Working with small material

- creating objects from traditional and less traditional materials, learning about their properties
- the function and use of tools and materials
- basic workflow and work organization
- traditions and crafts

Construction activities

- using building blocks (2D, 3D and construction simulation)
- constructing models
- working according to guidelines, concepts, sketches

Gardening and cultivation

- basic requirements for floral life
- growing easy-care plants
- cultivating from seeds
- observing nature, recording and evaluating observations pozorování

Cooking and dining

- table manners
- dressing up the table

Pupils are instructed to follow strict measures with regard to hygiene and safety in all courses.

Incorporating cross-section topics

The following cross-section topics will be incorporated into Design and Technology:

Personal and social education: Development of cognitive skills, Mental hygiene, Interpersonal relations, Communication, Co-operation and competition

Multicultural education: Cultural differentiation, Interpersonal relations

Educational strategies for the development of key competencies

Learning competencies

- pupils familiarize themselves with basic skills and work habits from different areas, learn to use the right tools and equipment in real life
- the teacher lets the pupils explore suitable equipment and materials
- the teacher observes development of all pupils

Problem solving competencies

- the teacher sets tasks with multiple solutions
- pupils are forced to think about suitable work methods needed to solve the problem
- the teacher encourages creativity and putting original ideas into practice

Communication competencies

- pupils broaden their vocabulary while getting to know equipment and describing methods
- the teacher demands the use of correct terminology

Social and personal competencies

- the teacher encourages co-operation among pupils
- pupils work on projects in groups, learning to co-operate, respect the ideas of others and work together on common goals

Civic competencies

- the teacher encourages a positive attitude towards work and leads pupils to responsibility for their own work or the work of a group
- the teacher lets pupils evaluate their work based on clearly defined criteria
- the pupils have an opportunity to experience success

Professional competencies

- the teacher leads pupils to follow basic rules for safety and hygiene including the use of protective equipment
- the teacher assists pupils in choosing the right equipment and materials
- the teacher differentiates workloads and work speed considering the different abilities of pupils
- pupils learn to use equipment correctly

DESIGN AND TECHNOLOGY – GRADE 1			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Working with small material			Personal and social education Development of cognitive skills - exercising sensorial perception, attention, concentration Mental hygiene - understands him- or herself and others Interpersonal relations - relations to to others Multicultural education Interpersonal relations - maintaing tolerant relationships Cultural differneces - understanding own cultural heritage
<i>create simple objects using traditional or less traditional materials</i>	- creates objects forma variety of materials using different techniques - describes the materials used	Products from different materials Types of small material: paper, textile, natural material, clay, cardboard, sticks, string etc.	
<i>works according to spoken and written instructions</i>	- repeats a simple work method - creates a small item based on a sketch - uses scissors safely	Simple work methods organized by the teacher folding, bending, cutting, glueing, connecting, mixing, ripping etc. Safety at work	
Construction activities			
<i>elementary activities with a construction set</i>	- puts together different pieces of the set using own imagination - takes apart pieces of an object - cleans up after finishing	Construction sets	
Gardening and cultivation			
<i>observes nature, records and evaluates results</i>	- describes the results of observing nature in own words	Observation of natural phenomenons, plants in different seasons	
Cooking and dining			
<i>dresses up the table for a simple meal</i>	- dress the table in the school canteen	Dressing up the table, placement of cutlery	
<i>Knows basic table manners</i>	- holds knife and fork correctly - maintains cleanliness and order	Table manners	

DESIGN AND TECHNOLOGY – GRADE 2			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS
Working with small material			Personal and social education Development of cognitive skills - exercising sensorial perception, attention, concentration Mental hygiene - understands him- or herself and others Interpersonal relations - relations to to others Multicultural education Interpersonal relations - maintaing tolerant relationships Cultural differneces - understanding own cultural heritage
<i>create simple objects using traditional or less traditional materials</i>	- creates objects forma variety of materials using different techniques - describes the materials used - understands basic properties of materials	Products from different materials Types of small material: paper, textile, natural material, clay, cardboard, sticks, string etc. Properties of materials: colour, shape, surface, solidity etc.	
<i>pracuje podle slovního návodu a předlohy</i>	- pracuje podle slovního návodu a předlohy - popíše vlastními slovy postup práce - dodržuje pravidla bezpečnosti při práci	Simple work methods organized by the teacher folding, bending, cutting, glueing, connecting, mixing, ripping etc. Safety at work and while using tools	
Construction activities			
<i>elementary activities with a construction set</i>	- puts together different pieces of the set using own imagination - takes apart pieces of an object - cleans up after finishing	Construction sets	
Gardening and cultivation			
<i>pobserves nature, records and evaluates results</i>	- describes the witnessed phenomenon - interprets the results of previous observation - estimates upcoming phases	Observation of plants germination, growth, blossoming, development of fruits and seeds, types of plant cycles	

Cooking and dining			
<i>dresses up the table for a simple meal</i>	- dress the table in the school canteen	Dressing up the table, placement of cutlery	
<i>Knows basic table manners</i>	- sits calmly at the table	Table manners	

DESIGN AND TECHNOLOGY – GRADE 3				
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS	
Working with small material				
<i>create simple objects using traditional or less traditional materials</i>	- creates objects from a variety of materials using different techniques - describes the materials used - understands basic properties of materials - suggests the use of a material based on its properties	Products from different materials Types of small material: paper, textile, natural material, clay, cardboard, sticks, string etc. Properties of materials: colour, shape, surface, solidity etc. Simple working methods Safety during work and while using tools and equipment	Personal and social education Development of cognitive skills - exercising sensorial perception, attention, concentration Mental hygiene - understands him- or herself and others Interpersonal relations - relations to others Multicultural education Interpersonal relations - maintaining tolerant relationships Cultural differences - understanding own cultural heritage	
<i>pracuje podle slovního návodu a předlohy</i>	- formuluje vlastními slovy daný pracovní postup - analyzuje postup a objasní pořadí daných kroků			
Construction activities				
<i>elementary activities with a construction set</i>	- puts together different pieces of the set using own imagination - puts together and takes apart simple objects - cleans up after finishing	Construction sets		
Gardening and cultivation				
<i>observes nature, records and interprets the results</i>	- records observation on nature - evaluates the results - takes care of simple plants	Recording and evaluating observations on nature Taking care of plants: germination, cropping, watering, aerating, fertilising etc.		
Cooking and dining				
<i>dresses up the table for a simple meal</i>	- dresses up the table with cutlery, plates and accessories	Dressing up the table		
<i>knows basic table manners</i>	- eats calmly, cleanly	Table manners		

DESIGN AND TECHNOLOGY – GRADE 4				
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS	
Working with small material				
<i>makes a variety of products using imagination and based on knowledge of different materials</i>	<ul style="list-style-type: none"> - uses less traditional materials and describe their properties - suggests uses of a material based on its properties - chooses and explains working method - organizes own work 	Products from different materials Types of small material: paper, textile, natural material, clay, cardboard, sticks, string etc. Properties of materials: colour, shape, surface, solidity etc.	Personal and social education Development of cognitive skills <ul style="list-style-type: none"> - exercising sensorial perception, attention, concentration Mental hygiene <ul style="list-style-type: none"> - understands him- or herself and others Interpersonal relations <ul style="list-style-type: none"> - relations to others Multicultural education Interpersonal relations <ul style="list-style-type: none"> - maintaining tolerant relationships Cultural differences <ul style="list-style-type: none"> - understanding own cultural heritage 	
<i>uses folklore and crafts motives and inspiration when creating</i>	<ul style="list-style-type: none"> - uses folklore and crafts motives and inspiration when creating 	Folk and crafts traditions in creating objects Easter, Christmas		
<i>chooses adequate tools and equipment with regard to the material used</i>	<ul style="list-style-type: none"> - chooses adequate tools and equipment with regard to the material used 	Tools and equipment		
<i>keeps the work place clean and follows basic hygiene and safety rules; gives first aid in case of injury</i>	<ul style="list-style-type: none"> - keeps the work place clean - follows basic hygiene and safety rules - gives first aid in case of injury 	Keeping the work place clean Basics of hygiene and safety First aid in manual work		
Construction activities				
<i>composes and decomposes objects with construction sets</i>	<ul style="list-style-type: none"> - composes and combines methods to achieve the set goal - plans and completes projects autonomously - principles of decomposition - puts the pieces back into correct places 	Composing and decomposing		
<i>work according to instructions, models or sketches</i>	<ul style="list-style-type: none"> - analyzes plans or a sketch and reproduces it verbally - creates a simple sketch of objects - organizes own working methods - evaluates the quality of own work, states the positives and negatives - chooses the best methods based on own evaluation 	Work with instructions, models, sketches Drawing the methods of composition and decomposition		
Gardening and cultivation				
<i>does simple experiments with plants, records observations</i>	<ul style="list-style-type: none"> - grows simple plants and distinguishes between different types of plants (usefulness, placement etc.) - records results and arranges them into a simple graph - analyzes the resulting graphs 	Simple experiments with plants Recording observations with simple graphs Evaluating the observations Types of plants based on placement and use Indoor and outdoor plants decorative plants, herbs, spices, vegetables		
<i>takes care of plants using instructions</i>	<ul style="list-style-type: none"> - respects the rules for caring for a variety of species 	Taking care of plants		
<i>chooses the right equipment for taking care of plants</i>	<ul style="list-style-type: none"> - chooses the right equipment - decides on the suitability of chosen equipment for the task set 	Tools and equipment for taking care of plants		
Cooking and dining				
<i>Knows the basic kitchen equipment</i>	<ul style="list-style-type: none"> - knows the basic kitchen equipment 	Basic kitchen equipment		
<i>Prepares a simple meal</i>	<ul style="list-style-type: none"> - prepares a basic cold buffet - knows basic hygiene and safety rules 	Simple menus Food and hygiene Safety in the kitchen		
<i>knows basic table manners</i>	<ul style="list-style-type: none"> - knows basic table and social manners 	Table manners and social manners		

PRACOVKA – 5. ročník			
EXPECTED OUTPUT	SCHOOL OUTPUT	CURRICULUM	CROSS-SECTION TOPICS

Working with small material			Personal and social education Development of cognitive skills - exercising sensorial perception, attention, concentration Mental hygiene - understands him- or herself and others Interpersonal relations - relations to others Multicultural education Interpersonal relations - maintaing tolerant relationships Cultural differneces - understanding own cultural heritage
<i>makes a variety of products using imagination and based on knowledge of different materials</i>	- uses less traditional mterials and decribe their properties - suggests uses of a material based on its properties - chooses and explains working method - organizes own work	Products from different materials Types of small material: paper, textile, natural material, clay, cardboard, sticks, string etc. Properties of materials: colour, shape, surface, solidity etc.	
<i>uses folklore and crafts motives and inspirati-on when creating</i>	- uses folklore and crafts motives and inspiration when crea-ting	Folk and crafts traditions in creating objects Easter, Christmas	
<i>chooses adequate tools and equipment with regard to the material used</i>	- chooses adequate tools and equipment with regard to the material used	Tools and equipment	
<i>keeps the work place clean and follows basic hygiene and safety rules; gives first aid in case of injury</i>	- keeps the work place clean - follows basic hygiene and safety rules - gives first aid in case of injury	Keeping the work place clean Basics of hygiene and safety First aid in manual work	
Gardening and cultivation			
<i>does simple experiments with plants, records observations</i>	- grows simple plants and distinguishes between different types of plants (usefulness, placement etc.) - records results and arranges them into a simple graph - analyzes the resulting graphs	Simple experiments with plants Recording observations with simple graphs Evaluating the observations Types of plants based on placement and use Indoor and outdoor plants decorative plants, herbs, spices, vegetables Health risks: poisons, allergies, drugs	
<i>takes care of plants using instructions</i>	- respects the rules for caring for a variety of species - uses specializes literature	Taking care of plants	
<i>chooses the right equipment for taking care of plants</i>	- chooses the right equipment - decides on the suitability of chosen equipment fot the task set	Tools and equipment for taking care of plants	
Cooking and dining			
<i>knows basic table manners</i>	- knows basic table and social manners - explains individual rules	Table manners and social manners	
<i>keeps work areas clean, follows rules of hygiene and safety; gives first aid in case of injuries</i>	- keeps work areas clean - follows hygiene and safety rules - demonstrates how to give first aid in the kitchen	Basics of safety and hygiene First aid	