

Breakup of the Inquiry topic

Unit of Inquiry: Identity

Theme: Who we are

Duration: 5 weeks

Subject Focus: Social Studies

Central Idea

Human characteristics and emotions create a sense of self and make individuals unique

Lines of Inquiry

- Physical characteristics of people
- Feelings and emotions
- Personal change over time

Knowledge	Transdisciplinary skills
<ul style="list-style-type: none"> • Characteristics of people • Feelings and emotions • Self-awareness • Similarities and differences 	<p>Communication skills</p> <ul style="list-style-type: none"> • Listening • Speaking • Viewing • Presenting • Non-verbal communication <p>Self-management skill:</p> <ul style="list-style-type: none"> • Organization • Codes of behaviour • Safety • Informed choices

Literacy Integration	Numeracy Integration
<ul style="list-style-type: none"> • Expressing ideas • Simple conversation • Storytelling • Describing words 	<ul style="list-style-type: none"> • Measurement- non standard

Curriculum Framework for Senior Kg

Breakup of the Inquiry topic

Unit of Inquiry: Signs and Symbols

Theme: How we express ourselves

Duration: 6 weeks

Subject Focus: Social Studies

Central Idea

Images communicate ideas and information.

Lines of Inquiry

- Use of images in different media
- The design elements of images that help to communicate a message
- Interpreting and responding to images

Knowledge

- Interpreting signs/symbols
- Communicating ideas and information
- Features used to express a message
- Use of signs/symbols
- Local and global emblems/symbols

Transdisciplinary skills

Communication skills

- Listening
- Speaking
- Viewing
- Presenting
- Non-verbal communication

Literacy Integration

- Pictorial reading
- Rebus
- Introduction to full stop and question mark

Numeracy Integration

- Comparing numbers using $<$ or $=$ signs
- Positional concepts
- Addition- single digit
- Number bonds

Curriculum Framework for Senior Kg

Breakup of the Inquiry topic

Unit of Inquiry: Homes

Theme: Where we are in place and time

Duration: 6 weeks

Subject Focus: Social Studies

Central Idea

Human need for shelter depends on where they are in the world

Lines of Inquiry

- Human need for shelter
- Different types of shelter
- The environment, needs and resources determine the types of shelter

Knowledge	Transdisciplinary skill
<ul style="list-style-type: none"> • Types of homes • Material used to build homes • Structure • Need for shelter 	<p>Social skills</p> <ul style="list-style-type: none"> • Accepting responsibility • Respecting others • Cooperating • Resolving conflict • Group decision making • Adopting a variety of group roles <p>Research skills</p> <ul style="list-style-type: none"> • Formulating questions • Observing • Planning • Collecting data • Recording data • Organizing data • Interpreting data • Presenting research findings

Literacy integration	Numeracy Integration
<ul style="list-style-type: none"> • Storytelling • Naming words 	<ul style="list-style-type: none"> • Sorting • 2D and 3D shapes

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Breakup of the Inquiry topic

Unit of Inquiry: Patterns

Theme: How the world works

Duration: 6 weeks

Subject Focus: Science

Central Idea

Patterns help us discover the world.

Lines of Inquiry

- Patterns in the natural world
- Using Patterns to make prediction
- Changes that affect pattern

Knowledge	Transdisciplinary skills
<ul style="list-style-type: none">• Patterns• Seasons• Objects in the sky• Characteristics of animals (life cycles)	Thinking skills <ul style="list-style-type: none">• Acquisition of knowledge• Comprehension• Application• Analysis• Evaluation

Literacy Integration	Numeracy Integration
<ul style="list-style-type: none">• Rhyming words	<ul style="list-style-type: none">• Creating and extending patterns• Odd and even• Skip counting

Breakup of the Inquiry topic

Unit of Inquiry: Plants

Theme: Sharing the planet

Duration: 6 weeks

Subject focus: Science

Central Idea

Plants are a life-sustaining resource for us and for other living things

Lines of Inquiry

- What plants provide us and for other living things
- The structure of a plant
- Caring for plant life

Knowledge	Transdisciplinary skill
<ul style="list-style-type: none"> • Properties of living things and non-living things • Characteristics of plants • Parts of plants • Life cycle • Uses of plants • Photosynthesis • Conserving • Preserving 	<p>Thinking skills</p> <ul style="list-style-type: none"> • Acquisition of knowledge • Comprehension • Application • Analysis • Evaluation <p>Research skills</p> <ul style="list-style-type: none"> • Formulating questions • Observing • Planning • Collecting data • Recording data • Organizing data • Interpreting data • Presenting research findings

Literacy Integration	Numeracy Integration
<ul style="list-style-type: none"> • Prediction of events • Rhymes/songs related to inquiry • Questions to gather information 	<ul style="list-style-type: none"> • Sequencing • Measurement (revisiting)

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Breakup of the Inquiry topic

Unit of Inquiry: Education

Theme: How we organize ourselves

Duration: 6 weeks

Subject Focus: Social Studies

Central Idea

Education plays a role in making a community function

Lines of Inquiry

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| • What it means to be educated | • Different educational systems | • Impact of community on education |
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Knowledge

- Formal and informal education
- Government run institutes
- Private institutes
- Vocational/Technical centers
- NGO
- Community centers- educational skills
- Collaboration of community with schools- guest lectures

Transdisciplinary skills

Thinking skills

- Acquisition of knowledge
- Comprehension
- Application
- Analysis

Social skills

- Accepting responsibility
- Respecting others
- Cooperating
- Resolving conflict
- Group decision making
- Adopting a variety of group roles

Literacy Integration

- Rules of simple sentences
- tricky words

Numeracy Integration

- Money
- subtraction
- pictograph