

Curriculum Framework for Junior Kg

Breakup of the Inquiry

Unit of Inquiry: Senses

Duration: 10 weeks

Subject Focus: Science

Theme: Who we are- An inquiry into the nature of the self

Central Idea

We use our senses to explore, gather and communicate information

Lines of Inquiry

- Using our senses to learn
- Exploring our world through senses
- Taking care of our senses

| Key concepts | Approaches to Learning |
|--|--|
| <ul style="list-style-type: none">• Function• Connection• Reflection | Research skills <ul style="list-style-type: none">• Formulating questions• Collecting data• Interpreting data |
| Related concepts | Self-management skills: |
| <ul style="list-style-type: none">• Biology• Health | <ul style="list-style-type: none">• Gross motor skills• Fine motor skills• Spatial awareness• Safety |

| Literacy Integration | Numeracy Integration |
|--|--|
| <ul style="list-style-type: none">• Letter recognition• Letter/picture sound association• Stories• Rhymes and songs | <ul style="list-style-type: none">• Venn Diagram• Pictograph• Number recognition• Number correspondence• Colours, shapes and sizes• Positional concepts |

Breakup of the Inquiry

Unit of Inquiry: Transport

Duration: 10 weeks

Subject Focus: Social Studies

Theme: How we organize ourselves- An inquiry into the interconnectedness of human-made systems

Central Idea

Different modes of transport help us to travel

Lines of Inquiry

- Modes and means of transport
- Need for transportation system
- Change in transport overtime

| | |
|---|---|
| <p>Key concepts</p> <ul style="list-style-type: none"> • Function • Causation • Change | <p>Approaches to Learning</p> <p>Thinking skill:</p> <ul style="list-style-type: none"> • Acquisition of knowledge • Comprehension • Application • Analysis <p>Social skills:</p> <ul style="list-style-type: none"> • Accepting responsibility • Respecting others • Cooperating • Resolving conflict |
| <p>Related concepts</p> <ul style="list-style-type: none"> • Transportation • Employment | |
| <p>Literacy Integration</p> | <p>Numeracy Integration</p> |
| <ul style="list-style-type: none"> • Sharing personal experiences • Picture talk/Stories • Reading CVC words | <ul style="list-style-type: none"> • Graph • Interpreting data • Positional concepts • Sorting • Measurement (vocabulary) |

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Breakup of the Inquiry

Unit of Inquiry: Animal Kingdom

Duration: 10 weeks

Subject Focus: Science

Theme: Sharing the planet- An inquiry into people and other living things

Central Idea

Animals have unique characteristics that enables them to interact with the environment

Lines of Inquiry

- Characteristics of animals
- Animal interaction with the environment
- Our responsibility towards animals

| Key concepts | Approaches to Learning |
|---|---|
| <ul style="list-style-type: none"> • Form • Connection • Responsibility | <p>Thinking skills:</p> <ul style="list-style-type: none"> • Acquisition of knowledge • Comprehension • Application • Analysis <p>Research skills</p> <ul style="list-style-type: none"> • Formulating questions • Collecting data • Interpreting data |
| Related concepts | |
| <ul style="list-style-type: none"> • Classification • Adaptation • Interdependence | |

| Literacy Integration | Numeracy Integration |
|--|---|
| <ul style="list-style-type: none"> • Rebus • Sharing personal experiences and ideas • Songs/Rhymes • Reading CVC words | <ul style="list-style-type: none"> • Pattern • Non-Standard Units • Sequencing |

Curriculum Framework for Junior Kg

Breakup of the Inquiry

Unit of Inquiry: Celebrations

Duration: Ongoing

Subject Focus: Social Studies/Music/Dance

Theme: How we express ourselves- An inquiry into the ways in which we discover ideas, feelings, nature, culture, beliefs and values.

Central Idea

Celebrations are expressions of culture, traditions and beliefs

Lines of Inquiry

- Elements of culture
- Reasons for celebrations
- Earth friendly ways of celebration

Key concepts

- Perspective
- Responsibility

Related concepts

- Diversity
- Traditions
- Family

Approaches to Learning

Social skills

- Accepting responsibility
- Respecting others
- Cooperating
- Resolving conflict
- Group decision making

Communication skills

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

Literacy Integration

- Picture talk
- Illustration. Storytelling
- Role plays
- Songs and rhymes
- Sharing personal experiences

Numeracy Integration

- Sorting
- Counting
- Pictograph
- Compare/contrast
- Venn diagram

English Curriculum

Oral Language- Listening and Speaking

- Respond to simple and multi-step instructions
- Listen and relate sounds to words promptly
- Understand flow of stories
- Attempt to predict story ending and “what if?”
- Consider view of others
- Attempt story telling in short sentences
- Use oral language for social interaction and to obtain understanding
- Communicate needs feeling and ideas with confidence
- Express likes and dislikes freely
- Ask peers simple questions relating to day to day activities.
- Express simple ideas relating to concepts
- Use wide vocabulary & appropriate words for expression
- Sustain conversations with peers & adults
- Tell stories and events in sequence
- Articulate clearly to give and follow directions
- Use discussion to develop thinking
- Reason for opinions & choices

Visual Language- Viewing and Presenting

- Relate vocabulary to visuals.
- Explain the illustration. For example: Picture talk
- Recognize familiar signs, labels and logos
- Attend visual information showing understanding through play, gestures, facial expression
- Reveal their own feelings in response to visual presentations

Written Language- Reading

- Show an interest in books, stories, charts and songs- sight reading
- Takes initiative and experiment with reading behaviours
- Make stories through picture reading
- Extend the range of common sight word & tricky words
- Sequence events in a story
- Read with phonic awareness
- Focus on meaning of text rather than word accuracy
- Associating letters & words with picture and sound
- Make rhyming words
- Blending 3 letter words with ‘a’, ‘i’, ‘e’, ‘o’, ‘u’ sounds
- Read and recognize CVC words

Written Language- Writing

- Experiment with writing using different writing implements and media
- Develop efficient Pincer grip
- Create illustration to match ideas and thoughts
- Move from scribble to writing letters and words
- Writing lower case & upper case letters
- Form letters with correct formation using spatial awareness
- Associate letters with beginning, middle & end sounds

Mathematics Curriculum

Number

- Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0)
- Read and write numerals from 0 to 20
- Count objects up to 20, recognising conservation of number
- Count on in tens from zero or a single-digit number to 100 or just over
- Within the range 0 to 20, say the number that is 1 or 2 more or less than any given number
- Use more or less to compare two numbers, and give a number which lies between them
- Order numbers to at least 20 positioning on a number track
- Use the = sign to represent equality
- Give a sensible estimate of some objects that can be checked by counting
- Find halves of small numbers and shapes by folding, and recognise which shapes are halved
- Choose appropriate strategies to carry out calculations, explaining working out
- Explore number problems and puzzles
- Identify simple relationships between numbers, e.g. this number is ten bigger than that number
- Make a sensible estimate of a calculation, and consider whether an answer is reasonable

Calculation

Mental strategies

- Know doubles to at least double 5
- Begin to recognise multiples of 10

Addition and subtraction

- Understand difference as 'how many more to make?'
- Find two more or less than a number to 20, recording the jumps on a number line
- Relate counting on in tens

Multiplication and division

- Find halves of numbers of objects up to 10
- Share objects into two equal groups in a context

Shape and space

- Name and sort common 2D shapes (e.g. circles, squares, rectangles and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models

Position and movement

- Use everyday language of direction and distance to describe movement of objects

Measurement

Money

- Recognise all coins

Length, mass and capacity

- Compare lengths and weights by direct comparison, then by using uniform non-standard units
- Estimate and compare capacities by direct comparison, then by using uniform non-standard units
- Use comparative language, e.g. longer, shorter, heavier, lighter

Time

- Begin to understand and use some units of time, e.g. days, weeks, months and years
- Order the days of the week and other familiar events

Data Handling

Organizing, categorizing and representing data

- Answer a question by sorting and organising data or objects in a variety of ways, e.g.
 - –using pictograms with practical resources; discussing the results
 - –in Venn diagrams giving different criteria for grouping the same object

Pattern and Function

- Identify, complete and create patterns
- Understand number patterns. For example: Backward/forward counting, skip counting
- Understand that events in daily routines can be described and sequenced. For example: before/after, morning, afternoon and night
- Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70

PSPE Curriculum

| Unit – Fundamental Movement Skills: | | |
|---|--|---|
| Body Management | Locomotor Skills | Stability Skills |
| <ul style="list-style-type: none"> • Body coordination • Body balance • Body control • Body form • Spatial awareness | <ul style="list-style-type: none"> • Running with speed • Jumping for distance • Jumping over obstacles • Jumping from heights • Skipping • Hoping | <ul style="list-style-type: none"> • Walking • Turning • Bending • Landing • Climbing • Hanging |

| Unit – Individual Pursuits (Skating): | | |
|---|--|--|
| Body Management | Locomotor Skills | Stability Skills |
| <ul style="list-style-type: none"> • Body coordination • Body balance • Body control | <ul style="list-style-type: none"> • Balance • Walking | <ul style="list-style-type: none"> • Bending • Free fall |

Visual Art Curriculum

Elements of Art

- colours (colour wheel)
- lines (types of lines)
- shapes (Types of shapes)

Skills

- Pincer and Palmer grip
- handling tools
- Paper Manipulation Skills (cutting, tearing, origami, paper crushing, attaching)

Printmaking

- stamping – using fingers, hands, clay, erasers and found objects
- stencils –using paper or thin cardboard, cut away a shape from the middle. Create prints of this shape using the stencil and paint
- rubbings – use the long edge of a ‘peeled’ crayon to create a rubbing of textured object, or of a student-made stencil