

Curriculum Framework for Senior Kg

Breakup of Inquiry

Unit of Inquiry: Identity

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

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

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|--------------------------------------|-------------------------|-----------------------------|
| • Physical characteristics of people | • Feelings and emotions | • Personal change over time |
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Key Concepts	Approaches to learning
<ul style="list-style-type: none"> • Change • Form 	<p>Communication skills</p> <ul style="list-style-type: none"> • Listening • Speaking • Viewing • Non-Verbal communication <p>Self-management skills</p> <ul style="list-style-type: none"> • Fine motor skill • Gross motor • Spatial awareness • Organization • Safety
<p>Related Concepts</p> <ul style="list-style-type: none"> • Identity • Roles 	

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 • Pictograph • Timeline

Breakup of Inquiry

Unit of Inquiry: Signs and Symbols

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

Duration: 6 weeks

Subject Focus: Language

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

Key Concepts	Approaches to learning
<ul style="list-style-type: none"> • Function • Connection 	Communication skills <ul style="list-style-type: none"> • Listening • Speaking • Viewing • Presenting • Non-verbal communication
Related Concepts	
<ul style="list-style-type: none"> • Communication • Relationship 	
Literacy Integration	Numeracy Integration
<ul style="list-style-type: none"> • Pictorial reading • Rebus • Introduction to full stop and question mark 	<ul style="list-style-type: none"> • Comparing numbers using < or = signs • Positional concepts • Addition- single digit

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Breakup of Inquiry

Unit of Inquiry: Market

Theme: How we organize ourselves: An inquiry into economic activities and their impact on human kind and their environment

Duration: 6 weeks

Subject Focus: Social Studies

Central Idea

People exchange currency for goods and services

Lines of Inquiry

- Needs vs wants
- Types and purpose of currency
- Goods and services around the world

Key concepts

- Function
- Connection
- Perspective

Related Concepts

- Consumer and providers (merchants and trades goods and services)

Approaches to learning

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 (revisiting)
- Addition revisiting with money

Breakup of Inquiry

Unit of Inquiry: Patterns

Theme: How the world works: An inquiry into the natural world

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

Key Concepts	Approaches to learning
<ul style="list-style-type: none"> • Function • Causation 	Thinking skills <ul style="list-style-type: none"> • Acquisition of knowledge • Comprehension • Application • Analysis • Evaluation Self – Management Skills <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills • Spatial awareness • Organization • Codes of behavior • Informed choices
Related Concepts <ul style="list-style-type: none"> • Seasons • Systems 	

Literacy Integration	Numeracy Integration
<ul style="list-style-type: none"> • Rhyming words • Antonyms 	<ul style="list-style-type: none"> • Odd and even • Skip counting • Time • Halves

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Breakup of Inquiry

Unit of Inquiry: Homes

Theme: Where we are in place and time: An inquiry in home and journeys

Duration: 6 weeks

Subject Focus: Social Studies

Central Idea

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

Lines of Inquiry

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| <ul style="list-style-type: none"> • Human need for shelter | <ul style="list-style-type: none"> • Different types of shelter | <ul style="list-style-type: none"> • The environment, needs and resources determine the types of shelter |
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<p>Key Concepts</p> <ul style="list-style-type: none"> • Form • Connection 	<p>Approaches to learning</p> <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
<p>Related Concepts</p> <ul style="list-style-type: none"> • Dependence • Regions 	

<p>Literacy integration</p>	<p>Numeracy Integration</p>
<ul style="list-style-type: none"> • Storytelling • Naming words 	<ul style="list-style-type: none"> • 2D and 3D shapes • Measurement – Term used to measure length – Centimeter / Meter / Area / length / breadth / height

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Breakup of Inquiry

Unit of Inquiry: Plants

Theme: Sharing the planet: An inquiry into rights and responsibilities in the struggle to share the finite resources with other people and other living things

Duration: 6 weeks

Subject focus: Science

Central Idea

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

Lines of Inquiry

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| <ul style="list-style-type: none"> • What plants provide us and for other living things | <ul style="list-style-type: none"> • The structure of a plant | <ul style="list-style-type: none"> • Caring for plant life |
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<p>Key Concepts</p> <ul style="list-style-type: none"> • Responsibility • Change 	<p>Approaches to learning</p> <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
<p>Related Concepts</p> <ul style="list-style-type: none"> • Growth • Plants 	

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

Oral Language- listening and speaking

- Respond to simple and multi-step instructions
- Relate sounds to words
- Understand stories and simple explanation of concepts
- Gather details
- Consider view of others
- Ask 'wh' questions to understand and gather information
- Sustain conversations with peers & adults
- Retell simple stories
- Answer questions with details
- Give predictions
- Express simple ideas relating to concepts
- Use appropriate words for expression
- Understand usage of wide vocabulary
- Talk to peers & adults and express likes and dislikes, needs, fears etc.
- Discuss to develop thinking & reasons for opinions & choices
- Use oral language to communicate during classroom activities and conversations

Visual language- viewing and presenting

- Relate vocabulary to visual prompts
- Explain visuals.
- Attend to visual information showing understanding through play, gestures and facial expressions.
- Select and incorporate colours, shapes, symbols and images into visual presentations
- Talk about their own feelings in response to visual messages

Written Language - Reading

- Show an interest in books, stories, charts and songs - sight reading
- Read age appropriate text
- Read pictures to tell stories
- Read & use tricky words (all sets)
- Sequence events
- Focus on meaning of text rather than word accuracy
- Display phonic awareness with beginning, middle & end sounds
- Recognize rhyming words
- Build words – CVC words
- Use words with phonic awareness of blends & diagraphs
- Read simple sentences

Written language- writing

- Develop efficient Pincer grip
- Write letters in proper formation using spatial awareness
- Create and label illustrations
- Write words with phonic awareness of beginning, middle & end sounds
- Move from writing letters to words & simple sentences
- Write simple sentences using appropriate punctuation

Mathematics Curriculum

Number

- Recite numbers in order (forwards from 1 to 200, backwards from 50 to 0)
- Read and write numerals from 0 to 50
- Count objects up to 50, recognizing conservation of number
- Count on in tens from zero or a single-digit number to 200 or just over
- Count on in twos, beginning to recognize odd/even numbers to 20 as ‘every other number’
- Begin partitioning two-digit numbers into tens and ones
- Within the range 0 to 20, say the number that is 1 or 10 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

Calculation

Mental strategies

- Know all number pairs to 10 and record the related addition/subtraction facts
- Begin to know number pairs to 6, 7, 8, 9 and 10
- Add more than two small numbers, spotting pairs to 10, e.g. $4 + 3 + 6 = 10 + 3$
- Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g. $8 + 3$, add 2, then 1
- Know doubles to at least double 5
- Begin to recognize multiples of 2, 5 and 10
- Choose appropriate strategies to carry out calculations, explaining working out
- Explore number problems and puzzles
- Check the answer to an addition by adding the numbers in a different order
- Make a sensible estimate of a calculation, and consider whether an answer is reasonable

Addition and subtraction

- Understand addition as counting on and combining two sets; record related addition sentences
- Understand subtraction as counting back and ‘take away’; record related subtraction sentences
- Understand difference as ‘how many more to make?’
- Add/subtract a single-digit number by counting on/back
- Find two more or less than a number to 50, recording the jumps on a number line
- Relate counting on and back in tens (< 50)
- Begin to use the +, – and = signs to record calculations in number sentences
- Understand that changing the order of addition does not change the total
- Add a pair of numbers by putting the larger number first and counting on
- Recognise the use of a sign such as ... to represent an unknown, e.g. $6 + \dots = 10$

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- Begin to add single- and two-digit numbers
- Find many combinations
- Decide to add or subtract to solve a simple word problem (oral), and represent it with objects

Multiplication and division

- Double any single-digit number
- Find halves of numbers of objects up to 20
- Try to share numbers to 20 to find which are even and which are odd
- 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
- Name and sort common 3D shapes (e.g. cube, cuboid, cylinder, cone and sphere) using features such as number of faces, flat or curved faces. Use them to make patterns and models
- Identify simple relationships between numbers and shapes, e.g. this number is ten bigger than that number
- Use everyday language of direction and distance to describe movement of objects

Measurement

Money

- Recognise all coins and work out how to pay an exact sum using smaller coins
- 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. hours, days, weeks, months and years
- Read the time to the hour (o'clock)
- Order the days of the week and other familiar events

Data handling

Organising, categorising 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

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- –in Venn diagrams giving different criteria for grouping the same objects

Patterns

- Understand, describe and represent patterns in everyday situations, using sounds, actions, objects, nature
- Extend and create patterns
- Understand number pattern for example, odd and even, skip counting
- Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70

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PSPE Curriculum

Unit – Fundamental Movement Skills:

Body Management	Loco motor Skills	Stability Skills
<ul style="list-style-type: none">• Body coordination• Body balance• Body control• Body form• Body composition• Spatial awareness• Rest• Safety	<ul style="list-style-type: none">• Running with speed• Jumping for distance• Jumping over obstacles• Jumping from heights• Skipping• Hoping• Leaping	<ul style="list-style-type: none">• Turning• Bending• Landing• Climbing• Hanging• Swinging• Rotation

Unit – Individual Pursuit (Skating)

Body Management	Loco motor Skills	Stability Skills
<ul style="list-style-type: none">• Body coordination• Body balance• Body control	<ul style="list-style-type: none">• Balance• Walking• Jogging• Running	<ul style="list-style-type: none">• Bending

Visual Art Curriculum

Elements of Art

- colours (colour wheel, primary/secondary colours, cool/warm colours)
- lines (types of lines)
- shapes (Types of shapes)
- pattern

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