



Curriculum Mapping

2021 – 2022

KG 1



POI 2021 - 2022

	UOI 1	UOI 2	UOI 3	UOI 4
	05 SEPT – 04 NOVEMBER 9 WEEKS	07 NOV – 20 JAN 9 WEEKS	23 JAN – 31 MAR 9 WEEKS	03 APR – 09 JUNE 10 WEEKS
KG 1	WHO WE ARE Every day I can learn more about me and who I am	HOW THE WORLD WORKS Understanding materials determines how people use them.	SHARING THE PLANET Living things have specific needs in order to grow and stay healthy.	HOW WE EXPRESS OURSELVES We use self-expression to communicate our ideas and feelings.
KG 2	WHO WE ARE Making and keeping friends are important life skills.	SHARING THE PLANET Plants are an important part of our environment.	HOW WE ORGANISE OURSELVES People play different roles in communities to which they belong.	HOW WE EXPRESS OURSELVES Through play we express our feelings and ideas and come to new understandings.
GRADE 1	WHO WE ARE Family relationships contribute to shaping our identity.	WHERE WE ARE IN PLACE AND TIME The history of my country can teach me about myself.	HOW THE WORLD WORKS All living things go through a process of change	HOW WE EXPRESS OURSELVES Stories can engage their audience and communicate meaning

	UOI 1	UOI 2	UOI 3	UOI 4	UOI 5	UOI 6
	05 SEPT – 14 OCT 6 WEEKS	17 OCT – 25 NOV 6 WEEKS	28 NOV – 27 JAN 7 WEEKS	30 JAN – 17 MAR* 7 WEEKS [PYPX 16-17 Mar]	20 MAR – 28 APR* 6 WEEKS	01 MAY – 09 JUNE 6 WEEKS
GRADE 2	WHO WE ARE Citizens of a community have rights and responsibilities.	WHERE WE ARE IN PLACE AND TIME Homes may be influenced by a variety of factors.	SHARING THE PLANET Animals depend on their habitat for survival.	HOW THE WORLD WORKS Light comes from varying sources and affects us in different ways.	HOW WE ORGANISE OURSELVES Communication connects people and communities.	HOW WE EXPRESS OURSELVES The natural world inspires creative expression.
GRADE 3	HOW WE ORGANISE OURSELVES Communities work together to make and follow agreements.	HOW WE EXPRESS OURSELVES People recognize important events through celebrations and traditions.	WHO WE ARE The choices we make contribute to the well being of ourselves and others.	HOW THE WORLD WORKS People apply their understanding of forces to improve, invent, and create.	SHARING THE PLANET Water is a natural resource that sustains our planet and all living things.	WHERE WE ARE IN PLACE AND TIME Interpreting artefacts provides insight into peoples' histories.
GRADE 4	WHO WE ARE Knowledge of our cultural heritage provides an insight into how we relate to others	SHARING THE PLANET Children worldwide encounter a range of challenges and opportunities	HOW THE WORLD WORKS The earth experiences changes caused by geological forces.	WHERE WE ARE IN PLACE AND TIME Exploration can lead to discoveries, opportunities and new understanding.	HOW WE ORGANISE OURSELVES Communities organise systems to manage their environment.	HOW WE EXPRESS OURSELVES Through the arts people use different forms of expression to convey their uniqueness.
GRADE 5	SHARING THE PLANET Small steps can lead to global change and a more peaceful world.	HOW THE WORLD WORKS Matter exists in different forms which can be changed and used for a variety of purposes.	HOW WE EXPRESS OURSELVES People use sounds, words and images to inform, entertain and persuade specific audiences.	WHO WE ARE PYP EXHIBITION	HOW WE ORGANISE OURSELVES Economic activity relies on the system of production, exchange and the consumption of goods and services.	WHERE WE ARE IN PLACE AND TIME Migration is a response to human circumstances and challenges.

Overall Expectations

LANGUAGE

Oral language—listening and speaking

Phase 1

Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Visual language—viewing and presenting

Phase 1

Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Written language—reading

Phase 1

Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.

Written language—writing

Phase 1

Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

MATHEMATICS

Data handling

Phase 1

Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

Measurement

Phase 1

Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

Shape and space

Phase 1

Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

Pattern and function

Phase 1

Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

Number

Phase 1

Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

SCIENCE

Ages 3–5 years

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Arts

Responding

Phase 1

Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Creating

Phase 1

Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

PSPE

Identity

Phase 1

Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

Interactions

Phase 1

Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

Active Living

Phase 1

Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

Interactions

Phase 1

Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

Social Studies

Ages 3–5 years

Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

ICT

[Technology in the PYP](#)

CURRICULUM MAPPING 2021-2022		SEMESTER 1
KG 1	UOI 1	UOI 2
Unit of Inquiry	WHO WE ARE CENTRAL IDEA Every day I can learn more about me and who I am. LINES OF INQUIRY <ul style="list-style-type: none"> This is my body All about me Similarities and differences between ourselves and others 	HOW THE WORLD WORKS CENTRAL IDEA Understanding materials determines how people use them. LINES OF INQUIRY <ul style="list-style-type: none"> What things are made of Using different materials for different things Sorting materials
Concepts	Function <i>What are my body parts and how do they work?</i> Form <i>Who am I?</i> Perspective <i>How am I different/ same as others?</i>	Form <i>What is this made of?</i> Function <i>How can I use this material?</i> Perspective <i>Which materials go together?</i>
Related Concepts	Identity Growth	Properties Classification
TD Subjects	PSPE Science English	Science Math Art
SDG	11. Sustainable cities and communities	
PSE		
ATL Skills	Communication: <u>Listening</u> I am practising listening to others respectfully. Research: <u>Gathering and Documenting</u> I can use some of my senses to observe and notice details Self-Management: <u>Managing Time and Self</u> I can choose my tasks with assistance. Social: <u>Interpersonal Relationships</u> I am learning to share and taking turns Thinking: <u>Analysis</u> I am learning to observe carefully	Communication: <u>Interpreting</u> I am learning to watch people while they speak and show that I am listening. Research: <u>Information Literacy Formulating and Planning</u> I begin to ask questions to help me understand Self-Management: <u>Managing time and self</u> I am beginning to follow the directions of others. Social: <u>Interpersonal relationships</u> I am learning to help others Thinking: <u>Reactive Thinking</u> Considering new perspectives I am learning to ask questions to seek information
Learner Profile	Knowledgeable Communicators Inquirers	Knowledgeable Thinkers
Writing Genre	Focused Recount Framework and Features	Focused Recount Framework and Features
Language	Reading Skills Pre reading skills Overview Phonics (Active Literacy) Handwriting Pre - Handwriting Skills Lines and pattern drawing Scissor skills	Reading Skills Pre reading skills Overview Phonics (Active Literacy) Handwriting Pre - Handwriting Skills Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment Lines and pattern drawing: <ul style="list-style-type: none"> horizontal lines left-to-right, both straight and wavy straight scribble round and round scribble Scissor skills

Outcomes	<p>Curriculum Content - IB scope and sequence</p> <p>Speaking and listening</p> <ul style="list-style-type: none"> • Talks about own experience • Repeat/ echo single words • Understand simple questions and respond with actions or words <p>Reading</p> <ul style="list-style-type: none"> • Joins in with chants, poems,songs, word games, clapping games gaining familiarity with the sounds and patterns of the language of instruction • Enjoys listening to stories <p>Writing</p> <ul style="list-style-type: none"> • Experiment with writing using different writing implements and media <p>Viewing and Presenting</p> <ul style="list-style-type: none"> • Reveal feelings in response to visual presentations eg by showing amusement, surprise 	<p>Curriculum Content - IB scope and sequence</p> <p>Speaking and listening</p> <ul style="list-style-type: none"> • Talk with friends, teachers and other adults • Listen and respond to picture books • Name classmates, teachers and familiar classroom and playground objects • Repeat/ echo single words • Understand simple questions and respond with actions or words <p>Reading</p> <ul style="list-style-type: none"> • Join in with chants, poems, songs, word games. • Concept of print • Gain familiarity with the sounds and patterns of the language of instruction • Show curiosity and ask questions about pictures or text • Answer questions including who, what, when <p>Writing</p> <ul style="list-style-type: none"> • Makes lines and pattern drawing with a range of instruments • Use their experience as a stimulus when drawing and “writing”. • Recognise their name
Maths	<p>Curriculum Content - IB scope and sequence</p> <p>Number</p> <ul style="list-style-type: none"> • Rote counts from 1 to 5 • Knows rhymes and songs using counting • Understands that a group of objects can be represented by a number <p>Pattern and Function</p> <ul style="list-style-type: none"> • Understand patterns can be found in everyday situations - Sounds, actions, objects, nature <p>Shape and Space</p> <ul style="list-style-type: none"> • Experience shapes through play and construction • Completes a simple puzzle <p>Measurement</p> <ul style="list-style-type: none"> • Explore containers of different sizes and developing language of measurement - bigger, smaller, same size 	<p>Number</p> <ul style="list-style-type: none"> • Begins to identify numbers in the environment • Rote counts from 1 to 10 • Knows rhymes and songs using counting • Count to determine the number of objects in a set • Demonstrate understanding of 1-1 correspondence <p>Pattern and Function</p> <ul style="list-style-type: none"> • Copy patterns with objects and drawings <p>Shape and Space</p> <ul style="list-style-type: none"> • Experience shapes through play and construction - Sorting and grouping <p>Measurement</p> <ul style="list-style-type: none"> • Explore attributes of real objects - longer/ shorter empty/ full hotter/ colder lighter/ heavier
Science	<p>Living Things Ourselves Body parts Senses Same/ different <i>How are we the same but also different?</i> Perspective</p>	<p>Materials and Matter Materials in my world What is it made of? Using materials Sorting materials <i>What is it made of?</i> Form</p>
Social Studies	<p>Continuity and change through time Identify changes he or she has undergone from birth to present</p>	<p>Social Organisation and Structure ‘I am Omani’ National Day</p>
Art	<p>Printmaking <i>What makes us unique?</i> Form CURRICULUM CONTENT</p>	<p>Collage/ Textiles <i>How can texture affect the way we use something?</i> Form CURRICULUM CONTENT</p>

	<p>Tactile learning Printmaking, identifying key features that makes us unique Use fingers to draw a picture of themselves. Press a sheet of watercolour paper into the tray to transfer the picture. Using a mirror, have students trace their portraits using big whiteboard markers, focusing on identifying their features and outlines.</p>	<p>Fine motor skills Cutting, tracing, selecting Collage: Textured collage group or individual project. Students trace outlines from templates, cut out from various textured surfaces - sandpaper, fabric, plastic etc Crumpled paper abstract paintings using water colours.</p>
Outcomes	<ul style="list-style-type: none"> • Uses experimentation and plays as part of the creative process • Developing confidence as they begin to draw, paint, and make marks. 	<ul style="list-style-type: none"> • Uses creative thinking and imagination to create original artwork. • Names the Primary and Secondary colours
PSPE	<p>Health related fitness Every day I can learn more about me and who I am Function: <i>What are my body parts and how do they work?</i> Perspective: <i>How am I different or the same as others?</i> Form: <i>What does a healthy person look like?</i> CURRICULUM CONTENT Discuss what healthy means. What is healthy food? Why sleep and rest are important. What happens to our bodies when we exercise. Students follow instructions: Stops when whistle is blown, follow instructions given, space bubble, listen - attentively, raise hand to answer questions All above through: playing games activities / relay activities - Students getting to know one another and cooperating Different ways to travel: Walk, run, jumping, skipping</p>	<p>Health related fitness Every day I can learn more about me and who I am Function: <i>What are my body parts and how do they work?</i> Perspective: <i>How am I different or the same as others?</i> Form: <i>What does a healthy person look like?</i> CURRICULUM CONTENT Discuss what healthy means. What is healthy food? Why sleep and rest are important. What happens to our bodies when we exercise? Students follow instructions: Stops when whistle is blown, follow instructions given, space bubble, listen - attentively, raise hand to answer questions All above through: playing games activities / relay activities - Students getting to know one another and cooperating Different ways to travel: Walk, run, jumping, skipping</p>
Outcomes	<ul style="list-style-type: none"> • Recognise the elements and the benefits of a healthy lifestyle (rest, food, exercise etc.) • Develops awareness of safety aspects when exercising 	<ul style="list-style-type: none"> • Recognise the elements and the benefits of a healthy lifestyle (rest, food, exercise etc.) • Develops awareness of safety aspects when exercising
Music	<p>Central Idea: Every day I can learn more about me and who I am. Lines of Inquiry:</p> <ul style="list-style-type: none"> • All about me • Similarities and differences between ourselves and others <p>Key Concepts:</p> <ul style="list-style-type: none"> • Form: Who am I? 	<p>Central Idea: Every day I can learn more about me and who I am. Lines of Inquiry:</p> <ul style="list-style-type: none"> • All about me • Similarities and differences between ourselves and others <p>Key Concepts:</p> <ul style="list-style-type: none"> • Form: Who am I?
Outcomes	<p>Singing: Creating:</p> <ul style="list-style-type: none"> • Can use voice to imitate sounds and learn songs • Explore vocal sounds, use the voice to imitate sounds and communicate feelings, develop language and speech through new vocabulary <p>Responding:</p> <ul style="list-style-type: none"> • Sing in unison simple songs of an appropriate pitch range <p>Notation: Creating:</p> <ul style="list-style-type: none"> • Work as a group and follow directions given by hand signals, signs, and/or non-traditional notation <p>Responding:</p> <ul style="list-style-type: none"> • Recognize that sound can be recorded using notation or signs 	<p>Singing: Creating:</p> <ul style="list-style-type: none"> • Can use voice to imitate sounds and learn songs • Explore vocal sounds, use the voice to imitate sounds and communicate feelings, develop language and speech through new vocabulary <p>Responding:</p> <ul style="list-style-type: none"> • Sing in unison simple songs of an appropriate pitch range <p>Notation: Creating:</p> <ul style="list-style-type: none"> • Work as a group and follow directions given by hand signals, signs, and/or non-traditional notation <p>Responding:</p> <ul style="list-style-type: none"> • Recognize that sound can be recorded using notation or signs

CURRICULUM MAPPING 2021-2022		SEMESTER 2
	UOI 3	UOI 4
KG 1	SHARING THE PLANET	HOW WE EXPRESS OURSELVES
Unit of Inquiry	CENTRAL IDEA Living things have specific needs in order to grow and stay healthy. LINES OF INQUIRY <ul style="list-style-type: none"> • Living and nonliving things • Where living things grow • Looking after living things 	CENTRAL IDEA We use self-expression to communicate our ideas and feelings. LINES OF INQUIRY <ul style="list-style-type: none"> • Self-expression through drawing and painting • Communicating feelings and ideas with words • Expression through music, dance and drama
Concepts	Form <i>What are the characteristics of living things?</i> Connection <i>What do living things need from their environment?</i> Responsibility <i>How do I care for living things?</i>	Reflection <i>What did I draw or paint today?</i> Function <i>How can I tell my story?</i> Causation <i>How does dance, music and drama make me feel?</i>
Related Concepts	Growth Habitat Plants	Self-expression Communication
TD Subjects	Science Math Social Studies	Art English Music
SDG	15. Life on land	
PSE		
ATL Skills	Communication: <u>Interpreting</u> I am learning to watch people while they speak and show that I am listening. Research: <u>Information Literacy</u> <u>Formulating and Planning</u> I begin to ask questions to help me understand Self-Management: <u>Managing time and self</u> I am beginning to follow the directions of others. Social: <u>Interpersonal relationships</u> I am learning to help others (verbally) Thinking: <u>Reactive Thinking</u> Considering new perspectives I am learning to ask questions to seek information	Communication: <u>Writing</u> Record simple information and observations Research: <u>Planning</u> Begin to understand the difference between fiction and nonfiction sources Self-management: <u>Organisation</u> Know where to get materials and put them away after use Social <u>Accepting Responsibility</u> Begin to complete personal work Thinking: <u>Analysis</u> With teacher assistance, begin to predict outcomes and hypothesize
Learner Profile	Knowledgeable Thinkers	Risk taker Reflective
Writing Genre	Focused Recount Framework and Features	Focused Narrative Framework and Features
Language	Reading Skills Pre reading skills Overview Phonics (Active Literacy) Handwriting Pre - Handwriting Skills Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment Lines and pattern drawing: <ul style="list-style-type: none"> - horizontal lines left-to-right, both straight and wavy - straight scribble - round and round scribble Scissor skills	Reading Skills Pre reading skills Overview Phonics (Active Literacy) Handwriting Pre - Handwriting Skills Handwriting Develop a recognition of pattern Develop a language to talk about shapes and movements Lines and pattern drawing The main handwriting movements involved in the three basic letter shapes; c, l and r Practice and consolidate their first name, using a capital letter for the

		beginning and correct letter formation
	Curriculum Content - IB scope and sequence	
Outcomes	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Talk with friends, teachers and other adults • Listen and respond to picture books • Name classmates, teachers and familiar classroom objects • Repeat/ echo single words • Understand simple questions and respond with actions or words <p>Reading</p> <ul style="list-style-type: none"> • Join in with chants, poems, songs, word games. • Concept of print • Show curiosity and ask questions about pictures or text • Answer questions including who, what, when <p>Writing</p> <ul style="list-style-type: none"> • Shows curiosity towards visual media • Makes lines and pattern drawing with a range of instruments • Use their experience as a stimulus when drawing and “writing”. • Recognise and writes first name 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Participate in imaginative and dramatic play <p>Reading</p> <ul style="list-style-type: none"> • Make connections to their own experiences when listening to or reading texts • Gain familiarity with the sounds and patterns of the language of instruction • Begin to discriminate between visual representations such as symbols and letters/ words • Answer questions including who, what, when <p>Writing</p> <ul style="list-style-type: none"> • Writes first name independently • Use their experience as a stimulus when drawing and “writing” • Choose to write as play eg. shopping list
	Curriculum Content- IB scope and sequence	
Maths	<p>Number</p> <ul style="list-style-type: none"> • Begins to identify numbers in the environment • Rote counts from 1 to 10 • Knows rhymes and songs using counting • Understands that a group of objects can be represented by a number • Demonstrate understanding of 1-1 correspondence (up to 5) <p>Pattern and Function</p> <ul style="list-style-type: none"> • Copy patterns with objects and drawings • Describe patterns in various ways <ul style="list-style-type: none"> - using words - using actions <p>Shape and Space</p> <ul style="list-style-type: none"> • Describe position <ul style="list-style-type: none"> - inside/ outside - up/ down - In front/ behind <p>Measurement</p> <ul style="list-style-type: none"> • Identify events in their daily routine <ul style="list-style-type: none"> - breakfast/ dinner - bedtime/ schooltime - home time/ storytime 	<p>Number</p> <ul style="list-style-type: none"> • Rote counts from 1 to 10 • Recognise groups of 0 - 5 objects without counting [subitising] • Count to determine the number of objects in a set • Use language of maths to compare quantities in real life <ul style="list-style-type: none"> - more/ less <p>Pattern and Function</p> <ul style="list-style-type: none"> • Use one or more shapes to make, describe and continue repeating patterns • Identify differences in patterns <p>Shape and Space</p> <ul style="list-style-type: none"> • Sort shapes according to their properties <ul style="list-style-type: none"> - same shape - number of sides • Begin to recognise shapes in the environment <p>Measurement</p> <ul style="list-style-type: none"> • Connect days of the week to familiar events and actions <ul style="list-style-type: none"> - Friday and Saturday = weekend - Sunday = school day
Science	<p><u>Earth and Space</u></p> <p><u>In my world</u></p> <p>Living and nonliving things Our environment</p>	<p><u>Materials and Matter</u></p> <p><u>Mixing colours</u></p> <p>Crawling colours - watching colours blend to make new colours. <i>How can I paint a rainbow?</i> Change</p>

	<i>What belongs to my environment?</i> Connection	
Social Studies	Human and natural environments Identifying needs of living things and the ways to care for the environment-living/ non living.	Social organization and culture Express feelings and ideas through play. Share toys and resources with others. Respect their own and others belongings. Use resources imaginatively. Play with peers cooperatively. Explain what they are doing during play and what role their props and resources play.
Art	Drawing <i>How does a seed grow into a plant?</i> Connection CURRICULUM CONTENT Planning, cutting, drawing Mini greenhouse using a ziplock bag with damp cotton balls and beans, this is placed inside a construction paper house shape, decorated by the students, with a square cut out the middle as a large window to watch the plant grow.	Painting <i>How can colour express emotion?</i> Function CURRICULUM CONTENT Colours, colour theory, textures, lines, Self-expression Emotional drawing to music. Play different types of music and have students select a colour they think expresses that style of emotion. Draw lines which they feel represents that emotion - sharp lines, round lines, squiggles. Discuss how each piece made them feel and why. How do the colours and shapes connect? Explore what happens if two colours mix.
Outcomes	<ul style="list-style-type: none"> • Is able to fold, crumple, tear and overlap papers • Creates colours, shapes, lines and textures with different materials 	<ul style="list-style-type: none"> • Identifies visual elements, such as colours, shapes, lines and textures • Create textures and mark making using different tools such as sponges, hands, cloth, and objects
PSPE	Individual pursuits Practice may help us to improve our skills Function: <i>What does it mean to practice?</i> Connection: <i>How does practicing help us become better athletes?</i> Responsibility: <i>Why is it important to practice our individual skills?</i> CURRICULUM CONTENT Using various parts of the body as a base to develop balance and stability. Staying safe and showing an awareness of personal space. Adapted Athletics skills - Running, Jumping, Throwing Sports Day Preparation - Penguin Race, Decorate the Tree, Over, over game, Hula Hoop Chain, Dolphin (Sack) Racing, Parachute, Egg & Spoon, Water Game After Sports Day Students continue to refine their locomotor and non-locomotor skills - *Balance - Using the balance beams, planks, wobble boards and space hoppers Games to involve creating space and having space to work in -Simon says -Space bubble	Movement combination Movement to music allows you to express your ideas and imagination Form: <i>How can we express ourselves using our body?</i> Function: <i>How can you express your imagination?</i> Reflective: <i>How will you know if you have used imagination?</i> CURRICULUM CONTENT Listen to a variety of different musical tunes and get students to explore moving their body with the music. Play different video clips of dances from around the world - jazz, tap dance, African, ballet, hip-hop etc.... Discuss the moves that dancers make - steps, use of body, direction, level etc.... Try out short scenes of the dances Dance to a piece of music using the moves learnt. Students then learn a dance as a class by making a number of movements and sequencing them together.

<p>Outcomes</p>	<ul style="list-style-type: none"> ● Hold their body weight using various body parts as base (balance and stability) ● Show awareness of safety aspects when exercising by behaving accordingly ● Explore locomotor and non-locomotor skills while playing activities. 	<ul style="list-style-type: none"> ● Explore locomotor skills using music as a stimulus ● Explore non-locomotor skills using music as a stimulus ● Learn a variety of movements to form a basic movement vocabulary
<p>Music</p>	<p>Central Idea: Music notes help me read and write music.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Music notes are words in music ● Music notes and signs have different roles <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function: How do notation and signs work? ● Responsibility: How should I respond to music notes and signs? 	<p>Central Idea: We use self-expression to communicate our ideas and feelings.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Responding to music and images ● Communicating feelings and ideas with music <p>Key concepts:</p> <ul style="list-style-type: none"> ● Change - In which ways this music and images make me feel? ● Function - How do we use music to express our feelings and ideas?
<p>Outcomes</p>	<p>Singing: Responding:</p> <ul style="list-style-type: none"> ● Sing a single note played on an instrument to improve listening and pitch skills <p>Notation: Creating:</p> <ul style="list-style-type: none"> ● Work as a group and follow directions given by hand signals, signs, and/or non-traditional notation <p>Responding:</p> <ul style="list-style-type: none"> ● Recognize that sound can be recorded using notation or signs <p>Performing: Playing Instruments Creating:</p> <ul style="list-style-type: none"> ● Develop an ability to maintain a steady beat through non-loco motor and locomotor activities, using body sounds and playing instruments. <p>Responding:</p> <ul style="list-style-type: none"> ● Develop an ability to start and stop together 	<p>Creating and Composing: Creating:</p> <ul style="list-style-type: none"> ● Explore and make choices about sound ● Create sound effects complement a story, picture or song <p>Responding:</p> <ul style="list-style-type: none"> ● Move their bodies to express the mood of music ● Make use of music as another language for expression and communicating ideas <p>Performing: Playing instruments: Responding:</p> <ul style="list-style-type: none"> ● Develop an ability to start and stop together ● Use classroom instruments with developing care and control

