



Curriculum Mapping

2021 – 2022

KG 2



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 and describe objects by attributes and represent information in graphs including pictographs and tally marks.

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 the 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 2	UOI 1	UOI 2
Unit of Inquiry	WHO WE ARE CENTRAL IDEA Making and keeping friends are important life skills. LINES OF INQUIRY <ul style="list-style-type: none"> Developing friendships Managing friendships The importance of friendships 	SHARING THE PLANET CENTRAL IDEA Plants are an important part of our environment. LINES OF INQUIRY <ul style="list-style-type: none"> What plants provide for us and other living things How plants grow Caring for plants
Concepts	Function <i>How do we make friends?</i> Causation <i>What makes a good friend?</i> Responsibility <i>Why are friends important?</i>	Function: <i>What everyday things do plants provide for us?</i> Change: <i>How do plants grow?</i> Responsibility: <i>How can I grow and care for a plant?</i>
Related Concepts	Cooperation Friendship	Consequences Initiative
TD Subjects	Social Studies PSPE English	Art Science Social Studies
SDG		15. Life on land
PSE		
ATL Skills	Communication: <u>Speaking</u> I am learning to speak clearly to express my ideas in groups. Thinking: <u>Creative Thinking</u> I am learning to ask questions to seek information	Communication: <u>Literacy Reading</u> I am beginning to understand symbols. Research: <u>Information Literacy Gathering and Documenting</u> I can use all of my senses to observe and notice details Self-Management: <u>State of Mind Mindfulness</u> I try my best to focus on one task at a time. Social: <u>Interpersonal Relationships</u> I am learning to help others Thinking: <u>Critical Thinking Analyses</u> I am learning to observe carefully
Learner Profile	Caring Open Minded	Inquirer Thinker Caring
Writing Genre	Recount Framework and Features	Explanatory Framework and Features
Language	Reading Skills Overview Pre-reading skills Phonics (Active Literacy) Handwriting Pencil Control Concepts Lines and pattern drawing Seating and posture Pencil control Use the font "Sassoon" Learn letter formation alongside phonics	Reading Skills Overview Pre-reading skills Phonics (Active Literacy) Handwriting Pencil Control Concepts Lines and pattern drawing Seating and posture Pencil control Use the font "Sassoon" Learn letter formation alongside phonics Encouraged to use a capital letter for the beginning of their name
	Curriculum Content - IB scope and sequence	Curriculum Content - IB scope and sequence
Outcomes	Speaking and Listening <ul style="list-style-type: none"> Listens to and follows instructions Talks with friends, teachers, and other adults 	Speaking and Listening <ul style="list-style-type: none"> Listens to and follows instructions Talks with friends, teachers, and other adults

	<ul style="list-style-type: none"> • Begins to ask questions to seek information <p>Reading</p> <ul style="list-style-type: none"> • Recognise familiar words and signs • Reads and recognizes own name • Distinguish between pictures and written text • Begin to discriminate between visual representations such as symbols, words, numbers • Recognise and name taught upper case letters and their sound <p>Writing</p> <ul style="list-style-type: none"> • Uses pre-writing skills - Pencil control concepts • Writes own first name • Uses drawing to express thoughts, feelings, and ideas • Choose to write as play - pretend to fill in a form, write a letter etc • Participates in shared writing <p>Viewing and Presenting</p> <ul style="list-style-type: none"> • Recognise familiar signs, labels and logos 	<ul style="list-style-type: none"> • Begins to ask questions to seek information • Recite simple poems, rhymes, and songs • Extends vocabulary <p>Reading</p> <ul style="list-style-type: none"> • Reads and recognizes own name • Distinguish between pictures and written text • Begin to discriminate between visual representations such as symbols, words, numbers • Recognise and name taught upper case letters and their sound • Begin to identify initial sounds in words • Listens attentively to stories and other texts as they are read aloud • Understand words and groups of words make meaning • Joins in on the repetitive, predictable parts of books • Answer questions including who, what, when <p>Writing</p> <ul style="list-style-type: none"> • Uses pre-writing skills - Pencil control concepts • Writes own first name with capital letter • Uses drawing and 'writing' to express thoughts, feelings, and ideas • Choose to write as play - pretend to fill in a form, write a letter etc • Participates in shared writing <p>Viewing and Presenting</p> <ul style="list-style-type: none"> • Observe visual cues that indicate context - matches pictures with context
	<p>Curriculum Content - IB scope and sequence</p>	<p>Curriculum Content - IB scope and sequence</p>
<p>Maths</p>	<p>Number</p> <ul style="list-style-type: none"> • Read and write numerals to 10 • 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 - more/ less <p>Patterns and Function</p> <ul style="list-style-type: none"> • Use more than one shape to make, describe, and continue repeating patterns • Identify differences in pattern <p>Measurement</p> <ul style="list-style-type: none"> • Compare and measure objects using arbitrary units • Use comparative language in measurement - big/small, short/tall, heavy/light, more/less, empty/full <p>Shape and Space</p> <ul style="list-style-type: none"> • Uses common language to describe position - inside/ outside/ - above/ below - next to/ behind/ in front of 	<p>Number</p> <ul style="list-style-type: none"> • Read and write numerals to 10 • Rote counts from 1 to 10 - forwards and backwards • Count objects using one - one correspondence • Connect number names to numerals to the quantity they represent - 10 • Compares and orders numbers to 10 • Subitise in real life situations <p>Patterns and Function</p> <ul style="list-style-type: none"> • Use more than one shape to make, describe, and continue repeating patterns • Identify differences in patterns • Describe patterns in various ways using - words, drawings, symbols, materials, actions, numbers <p>Data Handling</p> <ul style="list-style-type: none"> • Count and record using simple marks <p>Measurement</p> <ul style="list-style-type: none"> • Understand that events in daily routines can be described and sequenced

	- up/ down	- before/ after, today/ tomorrow Shape and Space <ul style="list-style-type: none"> Sort shapes according to their properties same shape number of sides Names common shapes
Science	Forces and energy Motion Ways objects can move <i>How do different objects move?</i> Form Push and pull <i>If I push/ pull something where does it go?</i> Causation Magnets and their uses <i>What can magnets do?</i> Function	Living things Plants Growing plants Parts of a plant Growing seeds <i>What do plants need?</i> Form
Social Studies	Social organisation and culture Identify the difference between family and friends Identify ways of being a good friend Explain how our friends make us feel (positive and negative e.g. after an argument).	Human and natural environments Identify the part plants play in our lives and environment Explore the suitability of plants for specific functions Take responsibility for the care of plants Social Organisation and Structure 'I am Omani' National Day
Art	Drawing Collage <i>How can we be good friends?</i> Responsibility CURRICULUM CONTENT Fine motor skills Control of scissors Pencil- basic drawing skills Paper Doll chain - Add features, names to each. Possible link to story or people, association of colours, adjectives. Life-size outlines of the students. Students help each other by giving positive feedback and praise	Drawing <i>How does observation help us to understand life-cycles?</i> Change CURRICULUM CONTENT Fine motor skills Colouring in the lines Attention to details, understanding context Drawing from observation. Life cycle of a plant, from seed to stem, to plant, from direct observation. Focus on proportion and detail.
Outcomes	<ul style="list-style-type: none"> Uses experimentation and plays as part of the creative process Controls scissors to cut along straight and curved lines and shapes 	<ul style="list-style-type: none"> Identifies visual elements, such as shape, texture, colour and size Includes detail and proportion in drawings
PSPE	Adventure challenge How we talk to our friends is an important skill Function: <i>How do we cooperate in groups?</i> Causation: <i>In what ways can we cooperate with one another?</i> Responsibility : <i>How do we solve problems in groups?</i> CURRICULUM CONTENT Students have an understanding of what cooperation means: Working together, supporting one another, sharing equipment Through - Free play and experimentation of equipment. Parachute games Circuit of activities: Bouncing a ball, hula hoop, hop scotch, balance boards On the whistle - Get into groups of particular numbers, create a particular letter with your bodies	Health related fitness Everyone needs to exercise to keep healthy Function: <i>How can we be healthy?</i> Change: <i>What changes in our body when we exercise?</i> Responsibility: <i>Why is it important to keep our bodies healthy?</i> CURRICULUM CONTENT Discuss what healthy means What is a healthy diet - Use worksheets and Healthy eating Bingo Why sleep and rest are important What happens to our bodies when we exercise, Red in the face, hot, heart rate increases

	Competition in pairs	Students follow instructions: Stops when whistle is blown, follow the 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, Jump, skip, hop
Outcomes	<ul style="list-style-type: none"> Explore and develop the ability to solve tasks individually. Develop the idea of sharing. Begin to develop the ability to solve tasks with a partner. 	<ul style="list-style-type: none"> List the elements of a healthy lifestyle (rest, well-balanced nutrition, exercise) Demonstrate appropriate behaviours and adhere to safety rules when exercising. Recognise some basic changes that occur to their bodies when exercising.
Music	<p>Central Idea: Reading notation and following signs helps in singing songs and expressing different feelings.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Singing can be used to communicate feelings Symbols and signs help in singing songs <p>Key Concepts: Form - What are different sounds like? Responsibility - How should I sing a song?</p>	<p>Central Idea: Music notation is used to read and perform music</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Music is written and can be read through notation and signs Music instruments can make different sounds <p>Key Concepts:</p> <ul style="list-style-type: none"> Function - What is the purpose of music notation and signs? Change - In what ways can a music instrument change sound?
Outcomes	<p>Performing Singing</p> <p>Creating:</p> <ul style="list-style-type: none"> Explore vocal sounds, use the voice to imitate sounds and communicate feelings, develop language and speech through new vocabulary Use voice to imitate sounds and learn songs <p>Responding:</p> <ul style="list-style-type: none"> Sing in unison simple songs of an appropriate pitch range in their entirety and from memory. <p>Listening and appreciation</p> <p>Responding:</p> <ul style="list-style-type: none"> Respond to contrasts in musical elements <p>Notation</p> <p>Responding:</p> <ul style="list-style-type: none"> Recognize that sound can be recorded using notation or signs 	<p>Notation</p> <p>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>Playing instruments</p> <p>Creating:</p> <ul style="list-style-type: none"> Explore body sounds and variety of tuned and untuned percussion instruments in order to develop fine motor control <p>Responding:</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

CURRICULUM MAPPING 2021-2022		SEMESTER 2
KG 2	UOI 3	UOI 4
Unit of Inquiry	HOW WE ORGANISE OURSELVES CENTRAL IDEA People play different roles in communities to which they belong. LINES OF INQUIRY <ul style="list-style-type: none"> • Various communities we belong to • How communities are organized • Roles of people in our community 	HOW WE EXPRESS OURSELVES CENTRAL IDEA Through play we express our ideas and experiences. LINES OF INQUIRY <ul style="list-style-type: none"> • Forms of play • Imaginative use of everyday materials • Communicating through play
Concepts	Form <i>What is a community?</i> Function <i>What do communities need?</i> Responsibility <i>What are people in a community responsible for?</i>	Form <i>What is play?</i> Connection <i>How can we use materials to express our ideas?</i> Function <i>How can I express myself through play?</i>
Related Concepts	Systems Citizenship	Imagination Creativity Communication
TD Subjects	Social Studies English Maths	Music PSPE English
SDG	11. Sustainable cities and communities 17. Partnerships for the goals	
PSE		
ATL Skills	Communication: <u>Literacy Reading</u> I am beginning to understand symbols. Research: <u>Information Literacy Formulating and Planning</u> I begin to ask questions to help me understand Self-Management: <u>State of Mind Mindfulness</u> I try my best to focus on one task at a time. Social: <u>Interpersonal Relationships</u> I am learning to help others Thinking: <u>Critical Thinking Analyses</u> I am learning to observe carefully	Communication: <u>Exchanging information 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 skills: <u>Managing Time and Self</u> I can follow my class routine Social Skills: <u>Interpersonal relationships</u> I am learning to respect others Thinking skills: <u>Creative thinking Generating Novel Ideas</u> I can suggest ideas for ways to play and things to do
Learner Profile	Open Minded Reflective	Inquirer Communicator Thinker
Writing Genre	Recount Framework and Features	
Language	Reading Skills Overview Pre-reading skills Phonics (Active Literacy) Handwriting Learn letter formation alongside phonics Use a capital letter for the beginning of their name	Reading Skills Overview Pre-reading skills Phonics (Active Literacy) Handwriting Learn letter formation alongside phonics Use a capital letter for the beginning of their name
	Curriculum Content - IB scope and sequence	
Outcomes	Speaking and Listening <ul style="list-style-type: none"> • Tell their own stories using words, gestures and objects/ artefacts • Listen to an respond orally to texts Reading	Speaking and Listening <ul style="list-style-type: none"> • Tell their own stories using words, gestures and objects/ artefacts • Listen to an respond orally to texts • Beginning to develop interaction skills

	<ul style="list-style-type: none"> ● Recognise and name taught upper case letters and their sound ● Begin to identify initial sounds in words ● Names words starting with the same beginning sound ● Listens attentively to stories and other texts as they are read aloud ● Joins in on the repetitive, predictable parts of books ● Matches the context with the picture ● Answer questions including who, what, when, where <p>Writing</p> <ul style="list-style-type: none"> ● Uses pre-writing skills - Pencil control concepts ● Writes own first name with capital letter ● Use own experience as a stimulus when drawing and ‘writing’ ● Choose to write as play - pretend to fill in a form, write a letter etc ● Copies CVC words ● Participates in shared writing and makes suggestions <p>Viewing and Presenting</p> <ul style="list-style-type: none"> ● Observe visual cues that indicate context - matches pictures with context ● Use body language to communicate and convey understanding 	<ul style="list-style-type: none"> - eye contact - Volume of voice - body language <p>Reading</p> <ul style="list-style-type: none"> ● Recognise and name taught upper case letters and their sound ● Recognise and generate rhyming words ● Listens attentively to stories and other texts as they are read aloud ● Knows print is left to right, top to bottom ● Identifies capitals and full stops as signalling the start and end of a sentence ● Retells a story in their words ● Answer questions including who, what, when, where ● Guesses what will happen next <p>Writing</p> <ul style="list-style-type: none"> ● Recognise that sentences express ideas ● Create illustrations for scribed text ● Beginning to write CVC words ● Beginning to write CVC words - modelled and independently ● Beginning to understand capitals and fullstops as a feature of written text ● Participates in shared writing and makes suggestions <p>Viewing and Presenting</p> <ul style="list-style-type: none"> ● Show appreciation of illustrations by selecting and re reading favourite books ● Select and incorporate colours, shapes, symbols and images into visual presentations
	<p>Curriculum Content - IB scope and sequence</p>	<p>Curriculum Content - IB scope and sequence</p>
<p style="text-align: center;">Maths</p>	<p>Number</p> <ul style="list-style-type: none"> ● Count on from a given number - 10 ● Count objects using one - one correspondence ● Understand the number name of the last object counted describes the quantity of the whole set ● Understand conservation of number ● Read and write numerals to 10 ● Connect number names to numerals to the quantity they represent - 10 ● Compares and orders numbers to 10 ● Subitise in real life situations <p>Pattern and Function</p> <ul style="list-style-type: none"> ● Represent patterns in various ways using - words, drawings, symbols, materials, actions, numbers ● Identify differences in patterns <p>Data Handling</p> <ul style="list-style-type: none"> ● Count and record using simple marks <p>Measurement</p>	<p>Number</p> <ul style="list-style-type: none"> ● Count on and backwards from a given number - 10 ● Count objects to show one - one correspondence ● Read and write numerals to 10 ● Estimate number of objects in a set ● Compare the number of objects in a group to show which has more, less or the same ● Understand addition to 5 as ‘add’ and use related vocabulary ● Understand subtraction to 5 as ‘takeaway’ and use related vocabulary <p>Pattern and Function</p> <ul style="list-style-type: none"> ● Represent patterns in various ways using - words, drawings, symbols, materials, actions, numbers ● Identify differences in patterns <p>Data Handling</p> <ul style="list-style-type: none"> ● Count and record using simple marks ● Create a pictograph of real objects <p>Measurement</p>

	<ul style="list-style-type: none"> • Compare and describe attributes of real objects - longer/ shorter, heavier/ lighter, empty/ full, hotter, cooler <p>Shape and Space</p> <ul style="list-style-type: none"> • Names common 2D shapes <ul style="list-style-type: none"> - circle, square, rectangle, triangle • Draws common 2D shapes <ul style="list-style-type: none"> - circle, square, rectangle, triangle • Identify 2D shapes in the environment 	<ul style="list-style-type: none"> • Describe and sequence events in daily life <ul style="list-style-type: none"> - Breakfast, school, home, dinner, bedtime • Connect days of the week to familiar events and actions <ul style="list-style-type: none"> - Friday and Saturday = weekend - Sunday = school day <p>Shape and Space</p> <ul style="list-style-type: none"> • Uses common language to describe position and direction <ul style="list-style-type: none"> - inside/ outside/ - above/ below - next to/ behind/ in front of - up/ down • Begin to give and follow simple directions using language of position and direction
Science	<p><u>Earth and Space</u> My World The earth The sun The moon Day and night</p> <p><i>What are planets? Form</i></p>	
Social Studies	<p>Social organisation and culture Identify and explain what a community is. Identify areas of the community. Identify the people who work in a community and describe their job. Ask people questions about their job. Work cooperatively with peers to follow rules and learn together</p>	<p>Social organisation and culture Identify what play is. Express their 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</p>
Art	<p>Collage and textiles <i>What are the important roles within our school community? Function</i> CURRICULUM CONTENT Puppets of people in the school community. Sock Puppets Wooden spoon puppets Paper bag puppets Shadow puppets Glueing, creative thinking and planning Textiles</p>	<p>Printmaking <i>How can creativity change the function of objects? Connection</i> CURRICULUM CONTENT Printmaking using the textures of different materials.</p>
Outcomes	<ul style="list-style-type: none"> • Uses creative thinking and imagination to create original artwork • Can create textures and mark making using different tools and objects 	<ul style="list-style-type: none"> • Experiments with different types of paints and discovering their unique textures and effects • Makes rubbings of found textures using crayons or oil pastels
PSPE	<p>Games People play different roles in teams</p>	<p>Movement combination</p>

	<p>Form: <i>What are the roles we have in groups?</i> Function: <i>How do we cooperate in groups?</i> Responsibility: <i>What is our responsibility within a group?</i></p> <p>CURRICULUM CONTENT</p> <p>Students to take part in a number of different games based activities, which can include the following: Tag, stuck in the Mud, sharks and fishes, duck, duck, goose, What's the Time Mr Wolf Other/additional games Games with small equipment: Balance - beams, hoppers, Relays using coits, balls and beanbags, Obstacle Course - using tunnels, Over box tops, under bridges. Demonstrating coordination, control and balance Participating in, and follow instructions for games with little or no equipment</p>	<p>Through play we can express our ideas and come to new understandings. Form: <i>How can we express ourselves?</i> Function: <i>What are the different ways you can move your body?</i> Connection: <i>How do we communicate through movement?</i></p> <p>CURRICULUM CONTENT</p> <p>Students watch videos of gymnastics elements and identify and name the different elements. Teacher then models the elements and teaches safety aspects. - Balances, Simple rolls, Shapes (tuck, pike, straddle, straight) Students explore the different elements. Students reflect on what works well and doesn't work well Students start planning their own sequence, selecting music in which to perform. Students present their sequence for an audience.</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> ● Begin to change speed and direction of movement maintaining body control ● Participate in, and follow the instructions for, simple games requiring little or no equipment. ● Handle small equipment using various body parts. 	<ul style="list-style-type: none"> ● Develop locomotor skills using music as a stimulus ● Demonstrate coordination, control and balance ● Learn a variety of movements to form a basic movement vocabulary.
<p>Music</p>	<p>Central Idea: People play different roles in communities to which they belong.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Music in different communities and cultures ● Members of a music band <p>Key Concepts:</p> <ul style="list-style-type: none"> ● FORM: How is Omani music different and similar to other music? ● RESPONSIBILITY: What are members of a music band responsible for? 	<p>Central Idea: Stories can be accompanied by music</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Use of musical instruments and voice ● Communication through music <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Connection: How can music instruments and voice connect to a story? ● Perspective: What music is appropriate to accompany a story?
<p>Outcomes</p>	<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>Listening and Appreciation Creating:</p> <ul style="list-style-type: none"> ● Begin to develop an awareness and appreciation of music from other cultures <p>Responding:</p> <ul style="list-style-type: none"> ● Listen with growing attention ● Distinguish the sounds of different instruments in music <p>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. 	<p>Creating and composing Creating:</p> <ul style="list-style-type: none"> ● Explore and make choices about sound ● Create sound effects complement a story, rhyme, picture or song <p>Responding:</p> <ul style="list-style-type: none"> ● Make use of music as another language for expression and communication of ideas

