



# Curriculum Mapping

## 2021 – 2022

### Grade 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	<b>WHO WE ARE</b> Every day I can learn more about me and who I am	<b>HOW THE WORLD WORKS</b> Understanding materials determines how people use them.	<b>SHARING THE PLANET</b> Living things have specific needs in order to grow and stay healthy.	<b>HOW WE EXPRESS OURSELVES</b> We use self-expression to communicate our ideas and feelings.
KG 2	<b>WHO WE ARE</b> Making and keeping friends are important life skills.	<b>SHARING THE PLANET</b> Plants are an important part of our environment.	<b>HOW WE ORGANISE OURSELVES</b> People play different roles in communities to which they belong.	<b>HOW WE EXPRESS OURSELVES</b> Through play we express our feelings and ideas and come to new understandings.
GRADE 1	<b>WHO WE ARE</b> Family relationships contribute to shaping our identity.	<b>WHERE WE ARE IN PLACE AND TIME</b> The history of my country can teach me about myself.	<b>HOW THE WORLD WORKS</b> All living things go through a process of change	<b>HOW WE EXPRESS OURSELVES</b> 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	<b>WHO WE ARE</b> Citizens of a community have rights and responsibilities.	<b>WHERE WE ARE IN PLACE AND TIME</b> Homes may be influenced by a variety of factors.	<b>SHARING THE PLANET</b> Animals depend on their habitat for survival.	<b>HOW THE WORLD WORKS</b> Light comes from varying sources and affects us in different ways.	<b>HOW WE ORGANISE OURSELVES</b> Communication connects people and communities.	<b>HOW WE EXPRESS OURSELVES</b> The natural world inspires creative expression.
GRADE 3	<b>HOW WE ORGANISE OURSELVES</b> Communities work together to make and follow agreements.	<b>HOW WE EXPRESS OURSELVES</b> People recognize important events through celebrations and traditions.	<b>WHO WE ARE</b> The choices we make contribute to the well being of ourselves and others.	<b>HOW THE WORLD WORKS</b> People apply their understanding of forces to improve, invent, and create.	<b>SHARING THE PLANET</b> Water is a natural resource that sustains our planet and all living things.	<b>WHERE WE ARE IN PLACE AND TIME</b> Interpreting artefacts provides insight into peoples' histories.
GRADE 4	<b>HOW WE ORGANISE OURSELVES</b> Communities organise systems to manage their environment.	<b>WHO WE ARE</b> Knowledge of our cultural heritage provides an insight into how we relate to others	<b>SHARING THE PLANET</b> Children worldwide encounter a range of challenges and opportunities	<b>HOW THE WORLD WORKS</b> The earth experiences changes caused by geological forces.	<b>WHERE WE ARE IN PLACE AND TIME</b> Exploration can lead to discoveries, opportunities and new understanding.	<b>HOW WE EXPRESS OURSELVES</b> Through the arts people use different forms of expression to convey their uniqueness.
GRADE 5	<b>SHARING THE PLANET</b> Small steps can lead to global change and a more peaceful world.	<b>HOW THE WORLD WORKS</b> Matter exists in different forms which can be changed and used for a variety of purposes.	<b>HOW WE EXPRESS OURSELVES</b> People use sounds, words and images to inform, entertain and persuade specific audiences.	<b>WHO WE ARE</b> <b>PYP EXHIBITION</b>	<b>HOW WE ORGANISE OURSELVES</b> Economic activity relies on the system of production, exchange and the consumption of goods and services.	<b>WHERE WE ARE IN PLACE AND TIME</b> 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.

##### **Phase 2**

Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

#### **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.

##### **Phase 2**

Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

#### **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.

##### **Phase 2**

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys 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.

##### **Phase 2**

Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

### 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
GRADE 1	UOI 1	UOI 2
<b>TD Theme</b>	<b>WHO WE ARE</b>	<b>WHERE WE ARE IN PLACE AND TIME</b>
<b>Unit of Inquiry</b>	<p><b>Central Idea:</b> Family relationships contribute to shaping our identity.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Diversity of families.</li> <li>Roles and responsibilities within the family.</li> <li>How families influence who we become.</li> </ul>	<p><b>Central Idea:</b> The history of my country can teach me about myself.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Oman then and now</li> <li>Events, artefacts and traditions of the Omani culture</li> <li>How artefacts and traditions are passed through generations.</li> </ul>
<b>Concepts</b>	<p><b>Function</b> <i>How do families work?</i></p> <p><b>Responsibility</b> <i>What is the responsibility of different family members?</i></p> <p><b>Change</b> <i>How does my family influence me?</i></p>	<p><b>Change</b> <i>How has Oman changed over time (pre and post 1970)</i></p> <p><b>Form</b> <i>What places, artefacts, traditions, events represent Omani culture?</i></p> <p><b>Function</b> <i>How can my history be shared?</i></p>
<b>Related Concepts</b>	Identity Roles	Culture History
<b>TD Subjects</b>	English Maths Art Music	Music Social Studies English
<b>SDG</b>	3. Good health and well being	14. Life below water 15. Life on land
<b>ATL Skills</b>	<p><b>Communication: <u>Listening</u></b> I am able to listen actively and respectfully to others Listen actively and respectfully while others speak.</p> <p><b>Research: <u>Formulating questions</u></b> I can ask questions about my inquiry and make connections. Ask or design relevant questions of interest that can be researched.</p> <p><b>Self-management: <u>Resilience</u></b> I can adjust to new situations Show ability to adjust to new situations</p> <p><b>Social: <u>Interpersonal relationships</u></b> I can take turns and share. Learn cooperatively in a group: being courteous, sharing, taking turns.</p> <p><b>Thinking: <u>Generating novel ideas</u></b> I can show my ideas through play Use discussion and play to generate new ideas and investigations.</p>	<p><b>Communication: <u>Speaking</u></b> I can use video/writing/speaking to communicate with others. Communicate using a range of technologies and materials.</p> <p><b>Research: <u>Information Literacy Evaluating and Communicating</u></b> I can talk about how/ where I got my information Acknowledge sources, for example, from a book, movie or peer.</p> <p><b>Self-management: <u>States of Mind Perseverance</u></b> I can come up with my own ideas to solve a problem. Use strategies to remove barriers.</p> <p><b>Social: <u>Interpersonal Relationships</u></b> I am respectful others Be respectful to others</p> <p><b>Thinking: <u>Creative Thinking Generating Novel Ideas</u></b> I am practicing visible thinking routines. Practice some “visible thinking” routines</p>
<b>Learner Profile</b>	Principled, Caring, Balanced	Inquirer, Knowledgeable
<b>PSE</b>	<p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>Take turns</li> <li>Listen respectfully to others</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>Describe how they have grown and changed</li> <li>Identify positive thoughts and attitudes in themselves and others</li> <li>Reflect on their experiences in order to build a deeper understanding of self</li> <li>Celebrate the accomplishments of others</li> <li>Talk about their interactions with the environment</li> </ul>
<b>Language Writing Genre</b>	<p><b>Focused</b> Recount <b>Framework and Features</b></p>	<p><b>Focused</b> Recount <b>Framework and Features</b></p>
<b>Language</b>	<b>Reading Skills <u>Semester 1 Comprehension Skills Scope and Sequence</u></b>	<b>Reading Skills <u>Semester 1 Comprehension Skills Scope and Sequence</u></b> <b>Phonics <u>Scope and Sequence</u></b>

<p><b><u>IB Scope and Sequence</u></b></p>	<p><b>Phonics <u>Scope and Sequence</u></b></p> <p><b>Grammar</b> A written sentence begins with a capital letter and ends with a full stop</p> <p><b>Punctuation</b> Use capitals to begin sentences and names Use full stops to signal end of sentences</p> <p><b>Handwriting</b> Pencil grip Lines and pattern drawing Formation practice with and without the restriction of lines, including the use of whiteboards, sand trays, etc. Learn letter formation alongside phonics Use a capital letter for the beginning of their name</p>	<p><b>Grammar</b> A noun is a naming word for a person, place or thing A pronoun is a word that stands instead of a noun A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark Simple sentence - contains a subject and a verb</p> <p><b>Punctuation</b> Capital letter is used for names and to signal the beginning of a sentence Full stop is used to signal the end of a sentence Question mark is used to signal a question Exclamation mark is used to provide emphasis</p> <p><b>Handwriting</b> Use the font "Sassoon" Pencil grip Learn letter formation alongside phonics Correct spacing within and between words Write from left to right and top to bottom of the page</p>
<p><b>Outcomes</b></p>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● Tell their own stories using words, gestures and objects/ artefacts</li> <li>● Listen to an respond orally to texts</li> <li>● Beginning to develop interaction skills</li> <li>- eye contact</li> <li>- volume of voice</li> <li>- body language</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Listens attentively to stories and other texts as they are read aloud</li> <li>● Links taught sounds to the symbols that represent them</li> <li>● Use knowledge of sounds to read single syllable words with short vowel</li> <li>● Recognise and generate rhyming words</li> <li>● Indicate printed text where they should start reading</li> <li>● Identifies capitals and full stops as signalling the start and end of a sentence</li> <li>● Joins in on the repetitive, predictable parts of books</li> <li>● Uses pictures to make meaning</li> <li>● Answer questions including who, what, when, where</li> <li>● Guesses what will happen next</li> <li>● Recall and retell stories</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Recognise that sentences express ideas</li> <li>● Choose to write as play</li> <li>- pretend to fill in a form, write a letter etc</li> <li>● Write from modelled sentences</li> <li>● Create illustrations for scribed text/ modelled sentences</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● Tell their own stories using words, gestures, and objects/artefacts</li> <li>● Listen to an respond orally to texts</li> <li>● Beginning to develop interaction skills</li> <li>- eye contact</li> <li>- volume of voice</li> <li>- body language</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Uses pictures as a visual decoding skill</li> <li>● Use knowledge of sounds to decode single syllable words with short vowels <a href="#">[Resource]</a></li> <li>● Develop contextual clues</li> <li>- jumbled sentences and sentence structure</li> <li>● Identify and build rhyming words</li> <li>● Recognise sight vocabulary connected to the sequence of phonics</li> <li>● Answer questions including who, what, when, where</li> <li>● Sequence events in a story <a href="#">Comprehension</a></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Writes a recount highlighting the taught framework and features.</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>- Introduction - who, when, where</li> <li>- Description of who, when, where [during whole class story writing]</li> <li>- Series of events in order</li> <li>- Detail of events[during whole class story writing]</li> </ul> <p><i>Features</i></p> <ul style="list-style-type: none"> <li>- Using action verbs</li> <li>- Written in first person</li> <li>- Sequence of events in order.</li> </ul>

	<ul style="list-style-type: none"> <li>● Beginning to write CVC words</li> <li>- modelled and independently</li> <li>● Beginning to understand capitals and fullstops as a feature of written text</li> <li>● Participates in shared writing and makes suggestions</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Compare different kinds of images in narrative and informative texts</li> </ul>	<ul style="list-style-type: none"> <li>● Write CVC words</li> <li>- modelled and independently</li> <li>● Write from modelled sentences with verbs</li> <li>● Participates in shared writing and makes suggestions</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Use tools such as graphic organizers to plan, draft writing</li> </ul>
<b>Maths</b>	<b><u>IB scope and sequence</u></b>	<b><u>IB scope and sequence</u></b>
<b>Outcomes</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Count on and backwards from a given number - 10</li> <li>● Count objects to show one - one correspondence</li> <li>● Read and write numerals to 10</li> <li>● Estimate number of objects in a set</li> <li>● Compare the number of objects in a group to show which has more, less or the same</li> <li>● Locate numbers on a number line</li> </ul> <p><b>Pattern and Function</b></p> <ul style="list-style-type: none"> <li>● Represent patterns in various ways using</li> <li>- words, drawings, symbols, materials, actions, numbers</li> <li>● Identify differences in patterns</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>● Discusses chance in daily events [impossible, maybe, certain]</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● Describe and sequence events in daily life</li> <li>- Breakfast, school, home, dinner, bedtime</li> <li>● Connect days of the week to familiar events and actions</li> <li>- Friday and Saturday = weekend</li> <li>- Sunday = school day</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>● Uses common language to describe position and direction</li> <li>- inside/ outside/</li> <li>- above/ below</li> <li>- next to/ behind/ in front of</li> <li>- up/ down</li> <li>● Give and follow simple directions using language of position and direction</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Understands addition as counting on and combining two sets - 10</li> <li>● Records related addition sentences - 10</li> <li>● Uses language of addition - add, plus, all together, sum</li> <li>● Understands subtraction as counting back and taking one amount away from the other</li> <li>● Records related subtraction sentences - 10</li> <li>● Uses language of subtraction - take away, minus, difference</li> <li>● Recognise and describe one-half as one of two equal parts of a whole</li> </ul> <p><b>Pattern and Function</b></p> <ul style="list-style-type: none"> <li>● Uses tools such as number lines, number grids, and manipulatives to identify number patterns eg counting on/ back 1, counting on/ back 2, number before, after, between</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>● Count and record using simple marks</li> <li>● Create a pictograph of real object</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● Compare the length, mass and capacity of objects using non standard units</li> <li>- longer/ shorter, heavier/ lighter, empty/ full/ half full</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>● Names common 2D shapes</li> <li>- circle, square, rectangle, triangle</li> <li>● Draws common 2D shapes</li> <li>- circle, square, rectangle, triangle</li> <li>● Identify 2D shapes in the environment</li> </ul>
<b>Science</b>	<p><b><u>FORCES AND ENERGY</u></b></p> <p><b><u>Pushing and pulling</u></b></p> <p>Cambridge Science Grade 1 Unit 5 5.1-5.4 In the playground How toys work Pushes and pulls around us Changing movement <i>What makes things move? <b>Function</b></i></p>	<p><b><u>MATERIALS AND MATTER</u></b></p> <p><b><u>Materials in my world</u></b></p> <p>Cambridge Science Grade 1 Unit 4 4.1 - 4.3 What is it made of? Using materials Sorting materials <i>What are the things we use everyday made of? <b>Form</b></i></p>

		<p><b><u>EARTH AND SPACE</u></b>  <b><u>Being alive</u></b>  Grade 1 Unit 1 1.2  Local environments  <i>How do my actions affect the environment?</i>  <b><u>Responsibility</u></b></p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Explore, talk about and describe the movement of familiar things.</li> <li>Recognise that both pushes and pulls are forces.</li> <li>Recognise that forces change movement: start, stop, fast, slow.</li> </ul>	<p><b><u>Materials in my world</u></b></p> <ul style="list-style-type: none"> <li>Recognise and name common materials.</li> <li>Use senses to explore and talk about different materials</li> <li>Identify characteristics of different materials.</li> <li>Sorts objects into groups based on their properties.</li> </ul> <p><b><u>Being alive</u></b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between local environments.</li> <li>Know some of the ways an environment affects the living things that live there.</li> <li>Understand ways to care for the environment.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Make predictions and compare with others.</li> <li>Explore and observe in order to collect evidence and answer questions</li> </ul>	<p><b><u>Materials in my world</u></b></p> <ul style="list-style-type: none"> <li>Ask questions and contribute to discussions about how to seek answers.</li> <li>Try to answer questions by collecting evidence through observation.</li> </ul> <p><b><u>Being alive</u></b></p> <ul style="list-style-type: none"> <li>Make and record observations.</li> <li>Use simple information sources.</li> </ul>
<b>Social Studies</b>	<p><b><u>Social organisation and culture</u></b>  Identify family members.  Identify the difference between family and friends.  Explain how we should treat family members.</p>	<p><b><u>Social organisation and culture</u></b>  Identify what culture is.  Identify and explain what country they are from.  Identify and explain aspects of their own and others cultures.  Identify what life is like living in Oman (food, language, customs, currency, climate etc.).  <b><u>Human and natural environments</u></b>  Identify distinctive features that give a place its identity [Places of importance in Muscat]  Identify how people adapt to and alter their environment</p>
<b>Art</b>	<p><b><u>Light Based</u></b>  <i>Who is in my family? Function</i>  CURRICULUM CONTENT  Self Portrait with pattern border  Shape pictures  Tracing shapes - Kandinsky style  Mixing secondary colours.</p>	<p><b><u>Painting &amp; Printmaking</u></b>  <i>How have traditional designs been used in the past and present? Change</i>  CURRICULUM CONTENT  Painting, printing, pattern, repetition, art history, colour theory, use of line  Pictures and artworks of traditional Omani dresses and kuma/masar  Patterns - copy &amp; colour patterns.</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Creates shapes lines and textures</li> <li>Names primary and secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>Holds a paint brush correctly</li> <li>Creates different brush strokes</li> </ul>
<b>PSPE</b>	<p><b><u>Health Related Fitness</u></b>  <b>It is important to have a healthy lifestyle</b>  <b>Function:</b> <i>What are the different roles in the body?</i></p>	<p><b><u>Target Games</u></b>  <b>There are different ways to send an object toward a target</b>  <b>Change:</b> <i>How do the targets change?</i></p>

	<p><b>Responsibility:</b> <i>Why is it important to be healthy?</i>  <b>Change:</b> <i>How does our body change when we exercise?</i>  CURRICULUM CONTENT  What it means by health: Rest, diet, exercise, water  Being careful how to exercise  Look at the different changes that occur to our bodies when we exercise and why this is  Heat = Sweat &amp; redness higher heart rate  All above through basic game and skill activities</p>	<p><b>Form:</b> <i>What are the different ways to send an object towards a target?</i>  <b>Function:</b> <i>How do we send an object towards a target?</i>  CURRICULUM CONTENT  Students learn about and practise: Aim and accuracy as they send an object toward targets different distances away.  Motor skill development by kicking the ball and using different parts of their body to reach the target.</p> <p><b>Games</b>  CURRICULUM CONTENT  Play a variety of game activities: Stuck in the mud, Whats the time Mr wolf, Catching games, Adapted bench ball/basketball, Relay games  ‘Space bubble’ ‘Speed’ and ‘direction’ What does this mean? - try and apply this in all lessons throughout the unit</p>
<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>● Start to recognise and list some of the basic changes that occur to our bodies when exercising</li> <li>● Demonstrates behaviour that ensures safety when exercising</li> <li>● Have a basic understanding of what health means.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>● Begin to combine and demonstrate locomotor and non-locomotor skills while using equipment</li> <li>● Begin to send an object towards or through a target while avoiding other obstacles.</li> <li>● Participate in activities that develop spatial awareness and locomotor skills.</li> <li>● Participate in, and follow instructions for, simple game activities</li> </ul>
<p><b>Music</b></p>	<p><b>Central Idea:</b> Family relationships contribute to shaping our identity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Families of musical instruments</li> <li>● How different families of instruments constitute an orchestra</li> </ul> <p><b>Key Concepts:</b>  FORM: What is a musical family like?  FUNCTION: How do instruments work together to make an orchestra? (question to support FUNCTION)  *CHANGE: What if some instruments stop playing?</p>	<p><b>Traditional Music</b></p> <p><b>Central idea:</b> Traditional music can be shared among individuals and communities</p> <p><i>How does music vary from different parts of a country? Form</i></p> <p><b>CONNECTION: What are similarities and differences between music from different areas?</b>  SKILLS  Performing rhythmic patterns  CURRICULUM CONTENT  Traditional music and popular games and dances. Rhythmic patterns on traditional instruments.</p> <p><b>Music environment in Oman</b>  <i>How do local authorities promote music? Causation, Reflection</i>  SKILLS  Explore expressive use of sounds  CURRICULUM CONTENT  Create their own rhythmic patterns with indigenous instruments</p>
<p><b>Outcomes</b></p>	<p><b>Listening and Appreciation:</b>  <b>Creating</b></p>	<p><b>Performing: singing</b>  <b>Creating</b></p>

	<ul style="list-style-type: none"> <li>Begin to use appropriate vocabulary to distinguish and describe musical elements</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Identify the sound sources of classroom instruments</li> <li>familiar orchestra instruments by name <u>Name familiar orchestral instruments</u></li> </ul> <p><b>Performing Playing instruments:</b></p> <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>Attempt a steady beat and follow rhythmic directions.</li> </ul> <p><b>Responding:</b></p> <ul style="list-style-type: none"> <li>Respond to directions from a conductor.</li> </ul>	<ul style="list-style-type: none"> <li>Display vocal control in singing through participation in a variety of songs of appropriate pitch range</li> <li>Use singing to explore concepts such as pitch, rhythm, tempo, duration, timbre and dynamic contrasts</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Sing individually and in unison</li> <li>Use 4 voices: talking singing whisper shout</li> </ul> <p><b>Play instruments:</b></p> <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>Express their responses to music from different cultures</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Play instruments in different ways to create mood and sound effects</li> </ul>
<b>ICT Integration</b>	<b>Computational Thinking/Coding</b> Routes: Controlling a Screen Bee-Bot	<b>The Computer Keyboard</b> Learn to recognise the keyboard keys and to type names and simple words using the keyboard. CURRICULUM CONTENT Acquire keyboard familiarity.
<b>Digital Literacy and computational thinking/ Coding</b>	<b>Digital Literacy</b> Use Images to Communicate Ideas Use a simple graphic package, ABCya or Draw and Tell to communicate ideas using text and images	<b>Communicate ideas using graphics</b> Use a simple graphic App to convey information through drawing and painting. Colouring using digital/online colouring books. Present information in Pictographs using online software
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Use appropriate keys to make the Bee-Bot go Forward, Backward, turn Right and Left</li> <li>Predict how many the Bee-Bot needs to make to reach a destination</li> <li>Write Simple code - record Bee-Bot movements using simple codes.</li> <li>Develop visual ideas for different purposes</li> <li>Use the basic features of an ICT graphics package</li> <li>Use simple tools (pen, brush, fill, and spray) in their mark making.</li> <li>Communicate messages using images</li> <li>Create a pictorial diagram of objects and add simple captions</li> </ul>	<p><b>The Computer Keyboard</b></p> <ul style="list-style-type: none"> <li>Understand that text (letters and numbers) can be entered into the computer and printed out.</li> <li>Use the keyboard to type letters of the alphabet, numbers and simple words</li> <li>Use the spacebar and backspace keys appropriately</li> <li>Type single letters in order to complete their names using the keyboard.</li> <li>Understand that letters and words come in different sizes and colours.</li> </ul> <p><b>Communicate ideas using graphics</b></p> <ul style="list-style-type: none"> <li>Use an online graphic App to create and colour pictures that convey meaning</li> </ul>

CURRICULUM MAPPING 2021-2022		SEMESTER 2
GRADE 1	UOI 3	UOI 4
<b>TD Theme</b>	<b>HOW THE WORLD WORKS</b>	<b>HOW WE EXPRESS OURSELVES</b>
<b>Unit of Inquiry</b>	<p><b>Central Idea:</b> All living things go through a process of change.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The characteristics of living things</li> <li>• How living things change over time</li> <li>• Factors that can influence life-cycles</li> </ul>	<p><b>Central Idea:</b> Stories can engage their audience and communicate meaning.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How stories are created and shared</li> <li>• What stories can convey</li> <li>• Feelings and emotions that stories evoke</li> </ul>
<b>Concepts</b>	<p><b>Connection</b> What do living things have in common?</p> <p><b>Change</b> What do living things need to grow and change?</p> <p><b>Causation</b> What changes do we see as living things grow?</p>	<p><b>Form</b> What is a story and how is it shared?</p> <p><b>Connection</b> Why do we tell stories?</p> <p><b>Perspective</b> Which stories do I enjoy?</p>
<b>Related Concepts</b>	Pattern Cycles Interdependence	Expression Opinion
<b>TD Subjects</b>	Maths Science English	Art PSPE English
<b>SDG</b>	15. Life on land	<b>NA</b>
<b>ATL Skills</b>	<p><b>Communication: Literacy Reading</b> I am beginning to make inferences and draw conclusions  <i>Make inferences and draw conclusions</i></p> <p><b>Research: Information Literacy Gathering and Documenting</b> I can record my observations - drawing, emergent writing skills, labels, charting, tallying etc  <i>Record observations—drawing, charting, tallying—using emergent writing skills</i></p> <p><b>Self-Management: States of Mind Resilience</b> I can adjust to new situations  <i>Show ability to adjust to new situations</i></p> <p><b>Social: Social and Emotional Intelligence</b> I am self and socially aware  <i>Be self and socially aware</i></p> <p><b>Thinking: Critical Thinking Evaluation</b> I can organise information  <i>Organise information</i></p>	<p><b>Communication: Literacy Reading</b> I am learning to reflect and question what I read to make connections with the text.  <i>Make inferences and draw conclusions</i></p> <p><b>Research: Media literacy Interacting with media to use and create ideas and information</b> Begin to organize information in a logical way  <i>Communicate information and ideas using a variety of media (as their skills progress).</i></p> <p><b>Self-Management: States of Mind Resilience</b> I can talk about things that did not go well with an adult and suggest what I could do differently next time.  <i>Show ability to adjust to new situations.</i></p> <p><b>Social: Social and emotional Intelligence</b> I am aware of my own and learning to be aware of others' impact as a member of a group.  <i>Be aware of own and others' impact as a member of a learning group.</i></p> <p><b>Thinking: Critical Thinking Evaluating</b> I can test ideas or strategies.  <i>Test generalizations, strategies or ideas.</i></p>
<b>Learner Profile</b>	Communicator Inquirer Thinker	Communicator Reflective Open minded
<b>PSE</b>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Describe some physical and personal characteristics and personal preferences</li> </ul> <p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• Willingly approach and persevere with new situations</li> <li>• Enjoy interacting, playing and learning with others</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Identify their feelings and emotions and explain possible causes</li> <li>• Demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence</li> </ul> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>• Share their own relevant ideas and feelings in an appropriate manner</li> <li>• Identify when their actions have impacted on others</li> </ul>
<b>Language Writing Genre</b>	<b>Focused</b> Report	<b>Focused</b> Narrative

<p><b>Language</b> <b><a href="#">IB Scope and Sequence</a></b></p>	<p><b><a href="#">Framework and Features</a></b> <b>Reading Skills <a href="#">Semester 2 Comprehension Skills Scope and Sequence</a></b> <b>Phonics <a href="#">Scope and Sequence</a></b> <b>Grammar</b> A question begins with a capital letter and ends with a question mark. A simple sentence contains a subject and a verb <b>Punctuation</b> Capital letters, full stops and question marks. <b>Handwriting</b> Seating and posture Pencil grip Use the font “Sassoon” Write most letters, correctly formed and orientated Correct spacing within and between words Develop speed and stamina</p>	<p><b><a href="#">Framework and Features</a></b> <b>Reading Skills <a href="#">Semester 2 Comprehension Skills Scope and Sequence</a></b> <b>Phonics <a href="#">Scope and Sequence</a></b> <b>Grammar</b> A simple sentence contains a subject and a verb Past tense - subject and verb agreement Conjunction and to join sentences <b>Punctuation</b> A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark <b>Handwriting</b> Seating and posture Pencil grip Use the font “Sassoon” Write most letters, correctly formed and orientated Correct spacing within and between words Develop speed and stamina</p>
<p><b>Outcomes</b></p>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Understand simple questions and respond with actions or words.</li> <li>• Ask questions to gain information and respond to inquiries</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Uses pictures as a visual decoding skill</li> <li>• Use knowledge of sounds to decode single syllable words with short vowels <a href="#">[Resource]</a></li> <li>• Develop contextual clues <ul style="list-style-type: none"> <li>- jumbled sentences and sentence structure</li> </ul> </li> <li>• Recognise sight vocabulary connected to the sequence of phonics</li> <li>• Answer questions including who, what, when, where <a href="#">Comprehension</a></li> <li>• Identify and retell important/main ideas (nonfiction) <a href="#">Comprehension</a></li> <li>• Is beginning to make inferences based on titles, text, and/or illustrations <a href="#">Comprehension</a></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writes a report highlighting the taught framework and features. <a href="#">[Resource]</a></li> </ul> <p>Framework</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Information is under headings</li> <li>- Includes a picture/ diagram</li> </ul> <p>Features</p> <ul style="list-style-type: none"> <li>- Write in the present tense as if it is happening</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Engage in imaginative play and acting simple characters or situations.</li> <li>• Develop interaction skills <ul style="list-style-type: none"> <li>- turn taking</li> <li>- Showing interest in others</li> <li>- speaking clearly</li> <li>- Appropriate volume and pace</li> </ul> </li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Uses pictures as a visual decoding skill <a href="#">[Resource]</a></li> <li>• Looks for word chunks - little words inside of big words</li> <li>• Reads most CVC words automatically without the need for sounding and blending. [Use knowledge of sounds to decode single syllable words with short vowels]</li> <li>• Develop contextual clues <ul style="list-style-type: none"> <li>- jumbled sentences and sentence structure</li> </ul> </li> <li>• Recall and retell stories <a href="#">Comprehension</a></li> <li>• Identify and retell important/main ideas <a href="#">Comprehension</a></li> <li>• Is beginning to make inferences based on titles, text, and/or illustrations <a href="#">Comprehension</a></li> <li>• Cause and effect <a href="#">Comprehension</a></li> <li>• Answer questions including who, what, when, where <a href="#">Comprehension</a></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writes a narrative highlighting the taught framework and features</li> </ul> <p>Framework</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Opening - One day/ Once upon a time etc</li> <li>- Introduces a character or characters</li> <li>- Initiating event or problem</li> </ul>

	<ul style="list-style-type: none"> <li>- Subject specific vocabulary</li> <li>- Description to support detail</li> </ul> <ul style="list-style-type: none"> <li>● Write an increasing number of frequently used words independently</li> <li>● Write from modelled sentences containing a subject and a verb</li> <li>● Consolidate punctuation learnt and apply to everyday writing</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Select and incorporate colours, shapes, symbols and images into visual representations</li> <li>● Deliver short oral presentations to peers</li> </ul>	<p><b>Features</b></p> <ul style="list-style-type: none"> <li>- Written in past tense</li> <li>- Written in first/ third person (I, we, she, it, they)</li> <li>- Events are in chronological order</li> <li>- Main participants are characters with recognisable qualities (hero/villain)</li> <li>- Connectives to connect ideas - and</li> </ul> <ul style="list-style-type: none"> <li>● Write from modelled compound sentences with and to connect ideas</li> <li>● Uses ! appropriately in everyday writing.</li> <li>● Writes a simple sentence containing a subject and a verb</li> <li>● Write from modelled sentences containing a subject and a verb</li> <li>- in past tense</li> <li>● Consolidate punctuation learnt and apply to everyday writing</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Select and incorporate colours, shapes, symbols and images into visual representations</li> <li>● Deliver short oral presentations to peers</li> </ul>
<p><b>Maths</b></p>	<p><b>Curriculum Content - <a href="#">IB Scope and Sequence</a></b></p>	<p><b>Curriculum Content - <a href="#">IB Scope and Sequence</a></b></p>
<p><b>Outcomes</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Understands addition as counting on and combining two sets - 20</li> <li>● Records related addition sentences - 20</li> <li>● Uses language of addition - add, plus, all together, sum</li> <li>● Understands subtraction as counting back and taking one amount away from the other</li> <li>● Records related subtraction sentences - 20</li> <li>● Uses language of subtraction - take away, minus, difference</li> <li>● Count on from and back to zero in ones, twos, fives</li> <li>● Recognises odd and even numbers to 20</li> </ul> <p><b>Pattern and function</b></p> <ul style="list-style-type: none"> <li>● Use patterns of last digits when counting <ul style="list-style-type: none"> <li>- 0 and 5 when counting in 5's</li> <li>- 2, 4, 6, 8, 0 when counting in twos</li> </ul> </li> <li>● Recognises pattern for odd and even numbers <ul style="list-style-type: none"> <li>- even 2, 4, 6, 8, 0</li> <li>- odd 1, 3, 5, 7, 9</li> </ul> </li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>● Sort and label real life objects by attributes <ul style="list-style-type: none"> <li>- living / nonliving</li> <li>- land/ ocean</li> </ul> </li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>● Name, sort, and describe 2D shapes</li> <li>● Name, sort, and describe 3D shapes</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Add a multiple of 10 to a single digit number - 20 <ul style="list-style-type: none"> <li>- 10 + 7; 10 + 3; 2 + 10</li> </ul> </li> <li>● Doubles of numbers - 10 (1 + 1....10 + 10)</li> </ul> <p><b>Mentally calculate:</b></p> <ul style="list-style-type: none"> <li>● Number pairs - 10 <ul style="list-style-type: none"> <li>- adding to a number to make 10</li> <li>E.g 4+ ? = 10</li> </ul> </li> <li>● Add a pair of single digit numbers by counting on <ul style="list-style-type: none"> <li>- reordering to put the larger number first - 10</li> <li>E.g 2 + 5 reorder 5 + 2 [count on 2]</li> </ul> </li> <li>● Subtract a pair of single digit numbers - 10 <ul style="list-style-type: none"> <li>- by counting back</li> </ul> </li> </ul> <p><b>Pattern and function</b></p> <ul style="list-style-type: none"> <li>● Use patterns of last digits when counting <ul style="list-style-type: none"> <li>- 0 in 10's</li> </ul> </li> <li>● Uses tools such as number lines, number grids, and manipulatives to skip count by; 2 (-20), 5 (-50), 10 (-100)</li> <li>● Uses tools such as number lines, number grids, and manipulatives to count on/ back 5 (-50), 10 (-100)</li> <li>● Uses tools such as number lines, number grids to identify number before, between and after - 30</li> </ul> <p><b>Measurement</b></p>

		<ul style="list-style-type: none"> <li>• Measure objects using standard units <ul style="list-style-type: none"> <li>- cm</li> </ul> </li> <li>• Measure and compare the lengths of pairs of objects using standard units <ul style="list-style-type: none"> <li>- cm</li> </ul> </li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>• Recognize and explain simple symmetrical designs in the environment</li> </ul>
<b>Science</b>	<p><b>LIVING THINGS</b>  <b>Life Cycles</b>  Cambridge Science Grade 1  Unit 1 1.1, 1.2, 1.3, 1.4  Animals and plants alive!  Local environments  Animal babies  Healthy food and drink</p> <p>Life cycles of insects, animals, plants  Simple food chains</p> <p>What are the development stages of plants and animals? <b>Change</b></p>	<p><b>FORCES AND ENERGY</b>  <b>Hearing Sounds</b>  Cambridge Science Grade 1  Unit 6 6.1 - 6.3  Where do sounds come from?  Our ears  Sounds move</p> <p>Where do sounds come from? <b>Form</b></p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Know that there are living things and things that have never been alive.</li> <li>• Explore ways that different animals and plants inhabit local environments.</li> <li>• Knows that humans and other animals produce offspring which grow into adults.</li> <li>• Know about the need for a healthy diet, including the right types of food and water</li> <li>• Describe and draw the life cycle of an insect or animal or plant</li> <li>• Describe and draw a simple food chain</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies many sources of sound.</li> <li>• Knows that we hear when sound enters our ear.</li> <li>• Recognises that as sound travels from a source it becomes fainter.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Try to answer questions by collecting evidence through observation</li> <li>• Make comparisons</li> <li>• Make predictions</li> <li>• Model and communicate ideas in order to share, explain and develop them.</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons</li> <li>• Make predictions</li> <li>• Compare what happened with predictions</li> </ul>
<b>Social Studies</b>	<p><b>Human and natural environments</b>  Illustrate and identify needs of living things</p>	<p><b>Social organization and culture</b>  Respond to, stories about the past from geographical and societal sources</p>
<b>Art</b>	<p>What types of change do living things go through? <b>Change</b>  Observation, life-drawing, detail, documentation, research &amp; investigation, graphic design, layout  Students select a life-cycle as a small group. Each member draws a section. Use of secondhand research images.  Create a large poster as a group. Layout must be considered.</p>	<p>Why is sequence important in storytelling? Connection  CURRICULUM CONTENT  Sequencing, development, planning, meaning  After reading the story of The Hungry Caterpillar students paint different parts of the story on paper plates.  Work together to sequence the story events.</p>

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Uses colour effectively in their work</li> <li>• Creates shapes, lines and textures to create an image</li> </ul>	<ul style="list-style-type: none"> <li>• Properly holds a drawing tools and creates controlled mark making</li> <li>• Uses primary and secondary colours in their artwork.</li> </ul>
<b>PSPE</b>	<p><b>Games/ Individual Pursuits</b> How does changing speed and direction help us to play games? <b>Causation</b> CURRICULUM CONTENT Identifying the movement skills needed to play a specific game Changing speed and direction to improve performance and accuracy</p>	<p><b>Movement composition</b> We can create lots of different movements with our body <b>Form:</b> How can we express feelings and emotions through movement? <b>Connection:</b> Why do we do gymnastics? <b>Perspective:</b> How can our bodies show our emotions? CURRICULUM CONTENT Students explore ways to travel: Skip, sashet (forward and sideways), Hop, Spin, jump ½ turn, rock, Roll: Egg roll, ½ back roll to shoulder stand Balance: 1, 2, 3, 4 weight bearing balances Shapes: Straight &amp; tuck Use dice game to create small sequences (see additional sheet) Responding to a range of stimuli to express feelings and moods Sequencing movement to create a performance using basic step patterns</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Begin to explore the ability to solve tasks individually.</li> <li>• Explore different ways of running, jumping, throwing in Athletic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Learn a variety of movements to form a small sequence pattern.</li> <li>• Hold their body weight in stillness using various body parts as bases.</li> </ul>
<b>Music</b>	<p><b>Central Idea:</b> Musical notation is a human-made language that helps us read and perform music “Identifying and recognizing notes on the staff helps us to play” * found elsewhere</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Music can be written in non-traditional and traditional ways.</li> <li>• Music notes have a specific value that need to be played in a certain way.</li> </ul> <p><b>Key Concepts:</b> FORM - How can I show music notes? FUNCTION - How do I read music notes?</p>	<p><b>Central Idea:</b> Stories can engage their audience and communicate meaning.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Feelings and emotions that stories evoke</li> <li>• How music can emphasise meaning of a story</li> <li>• Performing stories together</li> </ul> <p><b>Key Concepts:</b> FORM (what emotions are in this story?) PERSPECTIVE (which emotions would I like to focus on? How would I like to perform it?) RESPONSIBILITY - (performing in a group)</p>
<b>Outcomes</b>	<p><b>Playing instruments:</b> <b>Creating</b></p> <ul style="list-style-type: none"> <li>• Perform rhythmic patterns by rote and non-traditional notation,</li> <li>• Attempt a steady beat and follow rhythmic directions</li> </ul> <p><b>Notation:</b> <b>Creating</b></p> <ul style="list-style-type: none"> <li>• Do various rhythmic movements to enable them to feel the note values</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Become familiar with the basics of traditional and rhythmic notation</li> <li>• Begin to read basic rhythm values of quarter note, eighth note and quarter rest</li> </ul>	<p><b>Creating and composing:</b> <b>Creating:</b></p> <ul style="list-style-type: none"> <li>• Explore expressive use of sounds (make/select sounds to reflect the mod of a song or to illustrate a story)</li> </ul> <p><b>Listening and appreciation:</b> <b>Responding:</b></p> <ul style="list-style-type: none"> <li>• Record and share the stages of the process of creating a composition</li> <li>• Distinguish and describe how musical elements affect mood in a piece</li> </ul> <p><b>Notation:</b> <b>Responding</b></p> <ul style="list-style-type: none"> <li>• Identify and use non-traditional notation to represent and record sound events</li> </ul>

<b>ICT Integration</b>	<b>Exploring Simulations</b> <ul style="list-style-type: none"> <li>• understand that computer simulations can represent real and imaginary situations</li> <li>• explore simulations, explore options and to test their predictions</li> <li>• evaluate simulations by comparing them with real situations and considering their usefulness</li> <li>• create simulations to represent changes in living things e.g ‘the life cycle of a butterfly</li> </ul>	<b>Fantastic Tales</b> <b>Perspective:</b> What meaning or story does the model convey? How do you interpret your model? <b>Connection:</b> How does the story relate to the model?  Retell a story by producing animation. Create animated stories using junior scratch  <b>Exploring Simulations</b>  <b>Connection:</b> How simulations bring real life into our learning? Understand that computer simulations can represent real and imaginary situations Explore simulations, explore options and to test their predictions Evaluate simulations by comparing them with real situations and considering their usefulness Read online audio books and animated stories - The animated story ‘The Farm Animals’
<b>Digital Literacy and computational thinking/ Coding</b>	<b>Programming a floor or Screen Turtle</b> <b>CURRICULUM CONTENT</b> Create, test, modify and store instructions to control the movements of a floor turtle/screen turtle	<b>Coding using Scratch</b> <b>CURRICULUM CONTENT</b> Introduction to simple coding using Scratch Junior - Create simple animations - create an animation of a caterpillar and butterfly to show a simple life cycle of a butterfly.
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Programme the floor turtle to move around an area by using single instructions, a sequence of instructions and repeated sequences.</li> </ul>	<b>Fantastic Tales</b> <ul style="list-style-type: none"> <li>• Evaluate simulations by comparing them with real situations and considering their usefulness</li> <li>• Read online audio books and animated stories - The animated story ‘The Farm Animals’</li> </ul> <b>Exploring Simulations</b> <ul style="list-style-type: none"> <li>• Create simple animated stories e.g ‘The Very Hungry Caterpillar’</li> </ul>