

CURRICULUM MAPPING 2019-2020		SEMESTER 1
GRADE KG1		
	WHO WE ARE	HOW THE WORLD WORKS
Unit of Inquiry	CENTRAL IDEA Every day I can learn more about me and who I am. LINES OF INQUIRY <ul style="list-style-type: none"> This is my body All about me Similarities and differences between ourselves and others 	CENTRAL IDEA Understanding materials determines how people use them. LINES OF INQUIRY <ul style="list-style-type: none"> What things are made of Using different materials for different things Sorting materials
Concepts	Function <i>What are my body parts and how do they work?</i> Form <i>Who am I?</i> Perspective <i>How am I different/ same as others?</i>	Form <i>What is this made of?</i> Function <i>How can I use this material?</i> Perspective <i>Which materials go together?</i>
Related Concepts	Identity Growth	Properties Classification
TD Subjects	PSPE Science English	Science Math Art
ATL Skills	Communication: <u>Listening</u> Listen to others in the group during group discussions and group work Research: <u>Observation</u> Gain increasing awareness of surroundings and make observations using “I notice” statements Self-Management: <u>Gross motor skills</u> Uses muscles when physically active, such as playing games, relays, and rhythmic movement Social: <u>Cooperating</u> Begins to understand the importance of sharing and taking turns Thinking: <u>Acquisition of knowledge</u> Begin to expand own vocabulary.	Communication: <u>Speaking</u> Speak clearly and at an appropriate volume for the situation Research: <u>Recording data</u> Recall information using pictures, words, labels and lists Self-Management: <u>Fine motor skills</u> Manipulate a variety of drawing/painting tools to create pictures with some detail Social: <u>Respecting others</u> Begin to take into consideration the feelings of others and act accordingly Thinking: <u>Comprehension</u> Retell simple stories, information and events
Learner Profile	Knowledgeable Communicators Inquirers	Knowledgeable Thinkers
Writing Genre	Focused Recount Integrated Poetry Framework and Features	Focused Discussion Integrated Narrative Recount Framework and Features
Language	Reading Skills Pre reading skills Link Phonics (Active Literacy) Curriculum Content Grammar Concept of print	Reading Skills Pre reading skills Link Phonics (Active Literacy) Curriculum Content Grammar Concept of print

	<p>Left to right direction</p> <p>Words and groups of words make meaning</p> <p>Handwriting</p> <p>Develop gross motor control</p> <p>Develop fine motor control</p> <p>Use large equipment to make marks e.g. big chalks, large paint brushes, shaving foam, finger painting, etc.</p> <p>Use a range of mark making tools such as pencils, pens and crayons, etc. with confidence and enjoyment</p> <p>Lines and pattern drawing:</p> <p>horizontal lines left-to-right, both straight and wavy</p> <p>straight scribble</p> <p>round and round scribble</p>	<p>Left to right direction</p> <p>Words and groups of words make meaning</p> <p>Handwriting</p> <p>Use a range of mark making tools such as pencils, pens and crayons, etc. with confidence and enjoyment</p> <p>Lines and pattern drawing:</p> <p>horizontal lines left-to-right, both straight and wavy</p> <p>straight scribble</p> <p>round and round scribble</p>
Outcomes	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Recites rhymes and songs • Listens attentively and follows one or two instructions • Talks about own experience • Speaks with confidence in a group • Extends vocabulary • Asks and answers questions <p>Reading</p> <ul style="list-style-type: none"> • Enjoys looking at books and being read to <p>Writing</p> <ul style="list-style-type: none"> • Makes lines and pattern drawing with a range of instruments 	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Talk with friends, teachers and other adults <p>Reading</p> <ul style="list-style-type: none"> • Recognises that writing conveys meaning • Enjoys looking at books and being read to • Demonstrates careful handling of books • Tells the difference between real and animated characters <p>Writing</p> <ul style="list-style-type: none"> • Shows curiosity towards visual media • Makes lines and pattern drawing with a range of instruments
Maths	<ul style="list-style-type: none"> • Rote counts from 1 to 10 • Understands one to one correspondence when counting • Knows rhymes and songs using counting • Understands that a group of objects can be represented by a number • Draws independent marks, pictures to represent numbers • Begins to identify numbers in the environment • Completes a simple puzzle 	<ul style="list-style-type: none"> • Explore size and shape while playing • Sorts and groups objects by shape • Know that zero represents an empty set • Demonstrate understanding of 1-1 correspondence • Completes a simple puzzle • Compares objects without measuring
Science	<p><u>Living Things</u></p> <p><u>Ourselves</u></p> <p>Body parts</p> <p>Senses</p> <p>Same/ different</p> <p><i>How are we the same but also different?</i> Perspective</p>	<p><u>Materials and Matter</u></p> <p><u>Materials in my world</u></p> <p>What is it made of?</p> <p>Using materials</p> <p>Sorting materials</p> <p><i>What is it made of?</i> Form</p>
Social Studies	<p><u>Continuity and change through time</u></p> <p>Identify changes he or she has undergone from birth to present</p>	<p><u>Social Organisation and Structure</u></p> <p>'I am Omani' National Day</p>

Art	Printmaking <i>What makes us unique? Form</i> CURRICULUM CONTENT Tactile learning Printmaking, identifying key features that makes us unique Use fingers to draw a picture of themselves. Press a sheet of watercolour paper into the tray to transfer the picture. Using a mirror, have students trace their portraits using big whiteboard markers, focusing on identifying their features and outlines.	Collage/ Textiles <i>How can texture affect the way we use something? Form</i> CURRICULUM CONTENT Fine motor skills Cutting, tracing, selecting Collage: Textured collage group or individual project. Students trace outlines from templates, cut out from various textured surfaces - sandpaper, fabric, plastic etc Crumpled paper abstract paintings using water colours.
Outcomes	<ul style="list-style-type: none"> • Uses experimentation and plays as part of the creative process • Talk about the principles in their own or others' work 	<ul style="list-style-type: none"> • Uses creative thinking and imagination to create original artwork. • Names the Primary and Secondary colours
PSPE	Health related fitness Every day I can learn more about me and who I am Function: <i>What are my body parts and how do they work?</i> Perspective: <i>How am I different or same as others?</i> Form: <i>What does a healthy person look like?</i> CURRICULUM CONTENT Discuss what healthy means. What is a healthy food? Why sleep and rest are important. What happens to our bodies when we exercise. Students follow instructions: Stops when whistle is blown, follow instructions given, space bubble, listen - attentively, raise hand to answer questions All above through: playing games activities / relay activities - Students getting to know one another and cooperating Different ways to travel: Walk, run, jumping, skipping	Games Rules help us to play fairly Form: <i>How do we play games?</i> Function: <i>What are our responsibilities when playing games?</i> Perspective : <i>Why is it important to follow rules?</i> CURRICULUM CONTENT 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 Key emphasis on ATL skills
Outcomes	<ul style="list-style-type: none"> • Recognise the elements and the benefits of a healthy lifestyle (rest, food, exercise etc.) • Recognise some basic changes that occur to their bodies when exercising • Develops awareness of safety aspects when exercising. 	<ul style="list-style-type: none"> • Explore coordination, manipulation and balance • Handle small equipment using various body parts • Travel in different ways maintaining body control.
Music	Singing <i>What is my singing voice? Form</i> SKILLS Explore vocal sounds, use the voice to imitate sounds and communicate feelings, develop language and speech through new vocabulary	Playing instruments <i>How can I create music? Function</i> SKILLS Develop an ability to start and stop together Use classroom instruments with developing care and control. CURRICULUM CONTENT

	<p>CURRICULUM CONTENT</p> <p>Sing in unison simple songs of an appropriate pitch range</p> <p>Sing a single note played on an instrument to improve listening and pitch skills</p>	<p>Explore body sounds and variety of tuned and untuned percussion instruments in order to develop fine motor control</p> <p>Maintain a steady beat through non-loco motor and locomotor activities, using body sounds and playing instruments.</p>
Outcomes	<ul style="list-style-type: none"> • Is able to explore vocal sounds and uses the voice to imitate sounds • Sings in unison simple songs of an appropriate pitch range • Sings a single note played on an instrument to improve listening skills 	<ul style="list-style-type: none"> • Is able to explore body sounds in order to develop fine motor control. • Is able to develop an ability to maintain a steady beat. • Uses classroom instruments with developing care and control