

UNIT THREE – OVERVIEW

JANUARY-FEBRUARY

The halfway mark.....time really flies when we are having a great time. This is exactly what we have seen the past six months. School is an exciting, dynamic place to learn, play and grow! Here we emphasized academic, social, emotional, physical and cultural growth through a foundation of international study. Our learners are on a path to become internationally-educated children through a focus on the development of positive attitudes towards self, towards people, towards the environment and towards learning. Life-long learning is developed through inquiry-based, hands-on learning.

UNIT OF INQUIRY

It's time now to be prepared for Unit three. Through this unit the children will learn that communities work when members follow shared rules and routines.

The theme of this Unit is – 'How do we organize ourselves'. The children will be doing an inquiry into • the interconnectedness of human-made systems and communities • the structure and function of organizations

The Central Idea is- " The Food we eat goes through many changes"

The Lines of Inquiry are-

- Where does the food we eat come from
- Who helps us get our food from the farm
- How does food change?

They will

- Learn that food comes from many different parts of a plant.
- Describe the processes that food goes through from the farm to your plate.

- Be introduced to healthy foods
- Know the names of different fruits and vegetables

In Language and Literacy they will

- Begin to reflect about activities and modifies actions accordingly.
- Talk about the stories, pictures and models they have created
- Takes turns in conversations
- Use oral language to communicate during classroom activities, conversations and imaginative play
- Explores the sounds and meanings of new words
- Speaks clearly with confidence
- Listen to and enjoy stories read aloud; show understanding by responding in oral form and recall.
- Use vocabulary focused on objects and people that are of particular importance to them.
- Enjoy rhyming and rhythmic activities.
- Begin to distinguish one sound from another
- Realize that people speak different languages
- Begin to identify their own name
- Begin to attend to visual information showing understanding through play, gestures, facial expression ,role play, discussion and illustrations
- Begin to observe visual cues that indicate context; show understanding by matching pictures with context
- Make connections to their own experience when listening to texts
- Begin to recognize their own first name
- Begin to distinguish between pictures and written text, for example, can point to a picture when asked
- Begin to handle books, showing an understanding of how a book works, eg hold the book the right way, top to bottom, turning pages
- Show understanding of a story
- Start to realize there is a difference between letters and numbers
- Attempt writing

In Numeracy they will

- Begin to recognize criteria for groups of objects and continue to sort items accordingly; words like big, small and number of objects, colors and shapes
- Begin to identify, describe and sequence events in their daily routine, for example; before, after, bedtime, story time, and today, tomorrow.
- Begins to understand positional language eg: inside, outside, above, below, next to, behind, in front of, up, down.
- Show an interest in shape and space by playing with shapes or making arrangements with objects.
- Introduce Shapes visually-- Oval, Semi circle
- Begins to understand one-to-one correspondence (numbers 3-5 oral and written)
- Says some number names in familiar contexts such as nursery rhymes
- Compare two groups of objects, saying when they have the same number.
- Rainbow writing of numbers 3-4
- Begin using patterns in various ways; (drawings, actions, numbers)
- Extend simple patterns

In Music and Dance they will

- Begin to describe the ideas and feelings communicated through body movements

- Begin to display audience etiquette and appropriate responses such as watching, listening and responding to favorite parts of the performance
- Begin to talk about feelings in response to dramatic performances
- Begin to move their bodies to express the mood of the music
- Begin to describe how music makes them feel
- Begin to use the voice and body to imitate musical patterns
- Begin to explore sound as a means of expressing imaginative ideas

In Art they will

- Begin to realize that their artwork has meaning
- Begin to create artwork in response to a range of stimuli
- Begin to take responsibility for the care of tools and materials
- Begin to take responsibility for their own and others' safety in the working environment
- Exposed to participate in individual and collaborative creative experiences

In Personal, Social Development they will

- Begin to describe some physical and personal characteristics and personal preferences
- Begin to talk about similarities and differences between themselves and others
- Begin to demonstrate an awareness of how being active contributes to good health
- Begin to demonstrate an awareness of basic hygiene in their daily routines
- Begin to identify some of the effects of different physical activity on the body
- Develop a range of fine and gross motor skills
- Begin to listen respectfully to others share their own relevant ideas and feelings in an appropriate manner
- Begin to ask questions
- Begin to celebrate the accomplishments of others

- Begin to reach out for help when it is needed for themselves or others

If you would like to in anyway be part of this unit by volunteering please do get in touch with us. We will be more than happy to have you with us.