

Unit of Inquiry				
	Unit 1	Unit 2	Unit 3	Unit 4
<b>Transdisciplinary Theme</b>	<b>How We Express Ourselves</b>	<b>Who We Are</b>	<b>How We Organize Ourselves</b>	<b>Where We Are in Place and Time</b>
<b>Central Idea</b>	Creativity is expressed in many ways.	Life experiences bring about growth and change.	People in communities grow, source and use food.	Journeys take us to places we want to go.
<b>Lines of Inquiry</b>	- Creativity expressed through stories - Creativity expressed through song and dance - Creativity expressed through art	- How we grow and change - Similarities and differences - Roles and responsibilities	- Types of food - Where food comes from - Using food in a variety of ways	- Different ways people travel - Where people travel - Reasons people travel
<b>Key Concepts</b>	Connection Perspective Form	Change Function Responsibility	Connection Change Form	Function Change Causation
<b>Related Concepts</b>	Creativity, Imagination. Celebrations, songs and dances Expressing ourselves	Identity, Cultures, Family and Friends and how you have grown, Life stages	Healthy eating habits, Sources of foods, cooking and baking	Traveling, Transportation (Air, land, sea). Home countries and Holiday destinations.
<b>Learner Profile</b>	Risk taker Communicator Open minded	Principled Balanced Knowledgeable	Principled Caring Knowledgeable	Inquirer Thinker Reflective
<b>ATL skills</b>	<b>Communication Skills</b> Exchanging-information skills (listening, interpreting, speaking)  <b>Thinking Skills</b> Creative thinking (generating novel ideas, considering new perspectives)  <b>Social Skills</b> Developing social-emotional intelligence	<b>Communication Skills</b> Exchanging-information skills (listening, interpreting, speaking)  <b>Social Skills</b> Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)  <b>Self-Management Skills</b> States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)	<b>Research Skills</b> Information literacy (data gathering and recording, synthesizing, and interpreting, evaluating, and communicating) Media literacy skills (interacting with media to use and create ideas and information)  <b>Self-Management Skills</b> Organization skills (managing time and tasks effectively)  <b>Thinking skills</b> Transfer skills (using skills and knowledge in multiple contexts)	<b>Thinking Skills</b> Critical-thinking skills (analysing and evaluating issues and ideas), Reflections/metacognition skills (reconsidering the process of learning)  <b>Research Skills</b> Information literacy (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)  <b>Communication skills</b> Literacy skills (reading, writing and using language to gather and communicate information) ICT skills (using technology to gather, investigate and communicate information)



## Early Years Areas of Development

### Prime Areas

<p><b>Personal, Social and Emotional Development</b></p>	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>- Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>- Play with one or more other children, extending and elaborating play ideas.</li> <li>- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>- Begin to understand how others might be feeling.</li> </ul>	<p><u>Self-regulation</u></p> <ul style="list-style-type: none"> <li>- Increasingly follow rules, understanding why they are important.</li> <li>- Do not always need an adult to remind them of a rule.</li> <li>- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>- Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>- Show more confidence in new social situations.</li> <li>- Talk with others to solve conflicts.</li> <li>- Begin to understand how others might be feeling.</li> </ul>	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>- Develop their sense of responsibility and membership of a community.</li> </ul> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>- Develop appropriate ways of being assertive.</li> <li>- Talk with others to solve conflicts.</li> </ul>	<p><u>Self-regulation</u></p> <ul style="list-style-type: none"> <li>- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>- Play with one or more other children, extending and elaborating play ideas.</li> </ul>
<p><b>Physical Development</b></p>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>- Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run</li> </ul>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>- Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>- Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> </ul> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>- Use a comfortable grip with good control when holding</li> </ul>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>- Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>- Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> </ul> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>-</li> </ul>



	<p>across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> <li>- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>- Show a preference for a dominant hand.</li> </ul>	<p>pens and pencils.</p> <ul style="list-style-type: none"> <li>- Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>- Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	
<b>Communication and Language</b>	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>- Enjoy listening to longer stories and can remember much of what happens.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>- Use longer sentences of four to six words.</li> <li>- Can start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>- Can find it difficult to pay attention to more than one thing at a time.</li> <li>- Use a wider range of vocabulary.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runner' for 'ran', 'swimmed' for 'swam'.</li> <li>- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>- Use a wider range of vocabulary.</li> <li>- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>- Sing a large repertoire of songs.</li> <li>- May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>- Use a wider range of vocabulary.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>- Sing a large repertoire of songs.</li> <li>- Use longer sentences of four to six words.</li> <li>- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>- Can start a conversation with an adult or a friend and continue it for many turns.</li> </ul>



## Specific Areas

<b>Literacy</b>	<u>Comprehension</u> - <u>Word Reading</u> - <u>Writing</u> -	<u>Comprehension</u> - <u>Word Reading</u> - <u>Writing</u> -	<u>Comprehension</u> - <u>Word Reading</u> - <u>Writing</u> -	<u>Comprehension</u> - <u>Word Reading</u> - <u>Writing</u> -
<b>Mathematics</b>	<u>Numbers</u> - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <u>Numerical Patterns</u> - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc.	<u>Numbers</u> - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Experiment with their own symbols and marks as well as numerals. <u>Numerical Patterns</u> - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern.	<u>Numbers</u> - Say one number for each item in order: 1,2,3,4,5. - Solve real world mathematical problems with numbers up to 5. <u>Numerical Patterns</u> - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Make comparisons between objects relating to size, length, weight and capacity. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	<u>Numbers</u> - Fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Solve real world mathematical problems with numbers up to 5. <u>Numerical Patterns</u> - Compare quantities using language: 'more than', 'fewer than'. - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'.
<b>Understanding the World</b>	<u>Past and Present</u> - <u>People, Cultures and Communities</u> - <u>The Natural World</u>	<u>Past and Present</u> - <u>People, Cultures and Communities</u> - <u>The Natural World</u>	<u>Past and Present</u> - <u>People, Cultures and Communities</u> - <u>The Natural World</u>	<u>Past and Present</u> - <u>People, Cultures and Communities</u> - <u>The Natural World</u>



<b>Expressive Arts and Design</b>	<u>Creating with Materials</u> - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Show different emotions in their drawings – happiness, sadness, fear etc. <u>Being Imaginative and Expressive</u> - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	<u>Creating with Materials</u> - <u>Being Imaginative and Expressive</u> -	<u>Creating with Materials</u> - <u>Being Imaginative and Expressive</u> -	<u>Creating with Materials</u> - <u>Being Imaginative and Expressive</u> -
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**Please note:** At times areas of the curriculum will change based on the learning needs and interests of the students.

