

Unit of Inquiry				
	Unit 1	Unit 2	Unit 3	Unit 4
Transdisciplinary Theme	How We Express Ourselves	Who We Are	How We Organize Ourselves	Where We Are in Place and Time
Central Idea	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.
Lines of Inquiry	<ul style="list-style-type: none"> - Creativity expressed through stories - Creativity expressed through song and dance - Creativity expressed through art 	<ul style="list-style-type: none"> - How we grow and change - Similarities and differences - Roles and responsibilities 	<ul style="list-style-type: none"> - Types of food - Where food comes from - Using food in a variety of ways 	<ul style="list-style-type: none"> - Different ways people travel - Where people travel - Reasons people travel
Key Concepts	Connection Perspective Form	Change Function Responsibility	Connection Change Form	Function Change Causation
Related Concepts	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.
Learner Profile	Risk taker Communicator Open minded	Principled Balanced Knowledgeable	Principled Caring Knowledgeable	Inquirer Thinker Reflective
ATL skills	<p>Communication Skills Exchanging-information skills (listening, interpreting, speaking)</p> <p>Thinking Skills Creative thinking (generating novel ideas, considering new perspectives)</p> <p>Social Skills Developing social-emotional intelligence</p>	<p>Communication Skills Exchanging-information skills (listening, interpreting, speaking)</p> <p>Social Skills Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</p> <p>Self-Management Skills States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)</p>	<p>Research Skills Information literacy (data gathering and recording, synthesizing and interpreting, evaluating and communicating)</p> <p>Media literacy skills (interacting with media to use and create ideas and information)</p> <p>Self-Management Skills Organization skills (managing time and tasks effectively)</p> <p>Thinking skills Transfer skills (using skills and knowledge in multiple contexts)</p>	<p>Thinking Skills Critical-thinking skills (analysing and evaluating issues and ideas), Reflections/metacognition skills (reconsidering the process of learning)</p> <p>Research Skills Information literacy (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</p> <p>Communication skills Literacy skills (reading, writing and using language to gather and communicate information) ICT skills (using technology to gather, investigate and communicate information)</p>



Early Years Areas of Development

Prime Areas

<p>Personal, Social and Emotional Development</p>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> - Identify and moderate their own feelings socially and emotionally. - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Think about the perspectives of others. 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> - Manage their own needs: <ul style="list-style-type: none"> - personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> - Build constructive and respectful relationships. - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others’ needs. 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> - Identify and moderate their own feelings socially and emotionally. - Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian <p><u>Managing Self</u></p> <ul style="list-style-type: none"> - Show resilience and perseverance in the face of challenge. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p><u>Managing Self</u></p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others’ needs.
<p>Physical Development</p>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills 	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills 	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills 	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already



	<p>they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <ul style="list-style-type: none"> - Combine different movements with ease and fluency. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<p>they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <ul style="list-style-type: none"> - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<p>they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <ul style="list-style-type: none"> - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Use a range of small tools, including scissors, paint brushes and cutlery. 	<p>acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <ul style="list-style-type: none"> - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop overall body-strength, balance, co-ordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery.
Communication and Language	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Ask questions to find out more and to check they understand what has been said to them. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Engage in story times. - Listen to and talk about stories 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Use new vocabulary through the day. - Engage in non-fiction books. - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. <p><u>Speaking</u></p>	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Learn new vocabulary. - Use new vocabulary in different contexts. - Engage in non-fiction books. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Connect one idea or action to another using a range of connectives. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Engage in non-fiction books. - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Articulate their ideas and thoughts in well-formed sentences.



	<p>to build familiarity and understanding.</p> <ul style="list-style-type: none"> - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> - Develop social phrases. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 		<ul style="list-style-type: none"> - Participate in small group, class and one-tone discussions, offering their own ideas, using recently introduced vocabulary. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
--	---	---	--	---

Specific Areas

Literacy	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Anticipate – where appropriate – key events in stories. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Read some letter groups that each represent one sound and say sounds for them. - Read words consistent with their phonic knowledge by sound-blending. <p><u>Writing</u></p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly. 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read a few common exception words matched to the 'Letters and Sounds' phonic programme. - Say a sound for each letter in the alphabet and at least 10 digraphs. <p><u>Writing</u></p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read some letter groups that each represent one sound and say sounds for them. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p><u>Writing</u></p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly. - Re-read what they have written to check that it makes sense. - Spell words by identifying the sounds and then writing the sound with letter/s. 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known lettersound correspondences. - Read a few common exception words matched to the 'Letters and Sounds' phonic programme. - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common
-----------------	--	--	--	---



				<p>exception words.</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.
Mathematics	<p><u>Numbers</u></p> <ul style="list-style-type: none"> - Count objects, actions and sounds. - Explore the composition of numbers to 10. - Have a deep understanding of number to 10, including the composition of each number. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Continue, copy and create repeating patterns. 	<p><u>Numbers</u></p> <ul style="list-style-type: none"> - Link the number symbol (numeral) with its cardinal number value. - Automatically recall number bonds for numbers 0–5 and some to 10. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> - Count beyond ten. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	<p><u>Numbers</u></p> <ul style="list-style-type: none"> - Subitise. - Understand the ‘one more than/one less than’ relationship between consecutive numbers. - Explore the composition of numbers to 10. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> - Compare numbers. - Compare length, weight and capacity. 	<p><u>Numbers</u></p> <ul style="list-style-type: none"> - Automatically recall number bonds for numbers 0–5 and some to 10. - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past. - Talk about the lives of the people around them and their roles in society. - Understand the past through 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. <p><u>People, Cultures and Communities</u></p> <ul style="list-style-type: none"> - Understand that some places are special to members of their 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p><u>People, Cultures and Communities</u></p>



	<p>settings, characters and events encountered in books read in class and storytelling.</p> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. 	<p><u>People, Cultures and Communities</u></p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Recognise that people have different beliefs and celebrate special times in different ways. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>community.</p> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> - Understand that some places are special to members of their community. - Recognise some similarities and differences between life in this country and life in other countries. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> - Draw information from a simple map. - Understand the effect of changing seasons on the natural world around them. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
--	---	---	--	--

Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.

