

KG2 Overview

Early Years Topic Timeline Central Idea Key Concepts Related Concepts Lines of Inquiry	How we express ourselves		Who we are	Sharing the planet	How the world works
	First Unit: Feelings and Conflict Resolution	Second Unit: Families and Relationships		Third Unit: Living Things	Fourth Unit: Five Senses
	September 1 st – December 19 th 2019		January 5 th – March 18 th 2020		April 5 th – June 25 th 2020
	People express their feelings in different ways	Family relationships contribute to shaping our identity		Living things have specific needs to survive and grow	People use their senses to learn about the world around them
	Form, perspective, responsibility	Form, connection, responsibility		Form, change, responsibility	Form, function, causation
	Feelings, conflict	Relationships, rights		Needs, characteristics	Exploration, safety
	1- What provokes people to feel 2- Different ways to express feelings 3- Conflict resolution	1- Relationships within the family 2- How relationships affect people 3- Responsibilities within the family		1- Characteristics and needs of living things 2- Life cycles 3- Human's responsibility towards animals	1- The five senses 2- Learning through our five senses 3- How our senses help us stay safe
Learner Profile	Communicator, Open-minded, Reflective	Caring, Balanced, Risk - Taker		Knowledgeable, Principled	Inquirer, Thinker
Approaches to Learning	Communication skills Thinking skills	Social Skills Self – Management Skills		Research skills Thinking skills	Research skills Communication skills
Genre	Fiction	Fiction		Fiction and Nonfiction	Fiction and Nonfiction
Oral Language	<p>Listening and Speaking</p> <p>Building Vocabulary</p> <ul style="list-style-type: none"> Model choice of words when conversing with the students in different contexts Support students to name items while playing <p>Speaking and Listening Behaviors</p> <ul style="list-style-type: none"> Discuss how to take turns in a discussion. Discuss how to ensure everyone in a group has a turn. Discuss how to join or leave a game. Discuss how to express likes and dislikes sensitively. <p>Conventions of Spoken Texts (Vocabulary & Tone)</p> <ul style="list-style-type: none"> Language patterns (songs, chants and rhymes) Language functions: <ul style="list-style-type: none"> – make a request – recount an experience <p>Conventions of Listening</p> <ul style="list-style-type: none"> Provide opportunities for students to respond to spoken texts, for example: <ul style="list-style-type: none"> – retelling a favorite part of a story – through drawing, painting, sculpting – by joining in and remembering songs and poems – following directions <p>Vocabulary</p> <p>* School vocabulary (class, bathroom, playground, different places in school)</p> <p>* Unit vocabulary: (feelings vocabulary "happy, sad, lonely, excited, angry, worried, tired", problem, argument)</p> <p>* Action words: (Bickering, share, push, hit, play, clean, jump, run, sleep, get along, fix it, stop it, yell, bike, build)</p> <p>* Phrases: I feel ----- when -----, I feel ----- to -----, I feel ----- after -----, I am glad to hear that, I am sad to hear that, How do you feel?, I was so "feeling" because ---, We get along together when we ---, I don't like it when -----</p>	<p>Listening and Speaking</p> <p>Building Vocabulary</p> <ul style="list-style-type: none"> Teach new words needed for procedures (when cooking, planting, doing art work, etc.) Model vocabulary needed in community settings (names and labels in post office, supermarket, etc.) <p>Speaking and Listening Behaviors</p> <ul style="list-style-type: none"> Discuss how to take turns in a discussion. Discuss how to ensure everyone in a group has a turn. Discuss how to join or leave a game. Discuss how to express likes and dislikes sensitively. <p>Conventions of Spoken Texts (Vocabulary & Tone)</p> <ul style="list-style-type: none"> Language patterns (songs, chants and rhymes) Language functions: <ul style="list-style-type: none"> – make a request – recount an experience <p>* Conventions of Listening</p> <ul style="list-style-type: none"> Provide opportunities for students to respond to spoken texts, for example: <ul style="list-style-type: none"> – retelling a favorite part of a story – through drawing, painting, sculpting – by joining in and remembering songs and poems – following directions <p>Vocabulary</p> <p>* School vocabulary (class, bathroom, playground, different places in school)</p> <p>* Unit vocabulary: (family members, house "rooms, utensils, objects", friendship and conflict resolution vocabulary)</p>	<p>Listening and Speaking</p> <p>Building Vocabulary</p> <ul style="list-style-type: none"> Encourage and support students to name items while playing Teach new words needed for procedures (when cooking, planting, doing art work, etc.) <p>Speaking and Listening Behaviors</p> <ul style="list-style-type: none"> Discuss body language when speaking, e.g. appropriate eye contact, use of gestures. Discuss body language when listening, e.g. nodding your head, proximity to the speaker. Discuss how to take turns in a discussion. <p>Conventions of Spoken Texts (Vocabulary & Tone)</p> <ul style="list-style-type: none"> Language patterns (songs, chants and rhymes) Language functions: <ul style="list-style-type: none"> – request information – ask a question – describe an object Model the use of conjunctions when speaking, e.g. and, but, because <p>Conventions of Listening</p> <ul style="list-style-type: none"> Provide opportunities for students to listen to speech constructed for different purposes. (Fiction and nonfiction) Provide opportunities for students to respond to spoken texts, for example: <ul style="list-style-type: none"> – responding to questions – listening for key words and ideas – joining in a game – joining in a conversation. <p>Vocabulary</p> <p>* Unit vocabulary: Cow, cat, hen, dog, duck, fish, goat, goose, horse, lamb, mouse, pig, rabbit, rooster, sheep, turkey, Dog, guinea pig, hamster, cat, frog, iguana, snake, turtle, parrot, goldfish, rabbit, Body parts (tail, claws, paws, whiskers, wing, feather, shell, horns, antennae, beak, antlers, tusks, trunk, hump, mane, scales, fins, gills, flippers, fur, tentacles), habitats (land, water, air)</p> <p>* Action words: (swim, dig, waddle, wiggle, leap, hop, spin, kick, dive, bounce, stomp, slither, glide, chomp, climb, crawl)</p> <p>* Descriptive words: Wild / tame, slow / fast, big / small</p>	<p>Listening and Speaking</p> <p>Building Vocabulary</p> <ul style="list-style-type: none"> Encourage and support students to name items while playing Teach new words needed for procedures (when cooking, planting, doing art work, etc.) <p>Speaking and Listening Behaviors</p> <ul style="list-style-type: none"> Discuss body language when speaking, e.g. appropriate eye contact, use of gestures. Discuss body language when listening, e.g. nodding your head, proximity to the speaker. Discuss how to take turns in a discussion. <p>Conventions of Spoken Texts (Vocabulary & Tone)</p> <ul style="list-style-type: none"> Language patterns (songs, chants and rhymes) Language functions: <ul style="list-style-type: none"> – request information – ask a question – describe an object Model the use of the correct tense <p>* Conventions of Listening</p> <ul style="list-style-type: none"> Provide opportunities for students to listen to speech constructed for different purposes. (Fiction and nonfiction) Provide opportunities for students to respond to spoken texts, for example: <ul style="list-style-type: none"> – through drawing, painting, sculpting – by responding to requests – responding to questions – listening for key words and ideas – commenting on another person's ideas <p>Vocabulary</p> <p>* Descriptive words: Colors, shapes, hot, cold, big, small, short, tall, wet and dry</p> <p>* Use the vocabulary wheel to describe an item (what is it called? What is it made of? What size/color/shape is it? How does it feel? How do we use it?)</p>	

KG2 Overview

Early Years Topic Timeline Central Idea Genre Writing	How we express ourselves		Who we are		Sharing the planet		How the world works	
	First Unit: Feelings and Conflict Resolution		Second Unit: Families and Relationships		Third Unit: Living Things		Fourth Unit: Five Senses	
	September 1 st – December 19 th 2019		September 1 st – December 19 th 2019		January 5 th – March 18 th 2020		April 5 th – June 25 th 2020	
Reading	People express their feelings in different ways		Family relationships contribute to shaping our identity		Living things have specific needs to survive and grow		People use their senses to learn about the world around them	
	Fiction		Fiction		Fiction and Nonfiction		Fiction and Nonfiction	
	<p>Writing</p> <p>Pre-Writing Skills</p> <p>* Cutting & Tracing</p> <p>Start by using thick markers and crayons, then thin tip markers and crayons and then pencils</p> <ul style="list-style-type: none"> • Fringing; then • Lines; then • Curves; then • Shapes <p>Shared Writing:</p> <p>Teachers model writing by writing words and sentences in clear and big font as you are speaking, it gives the students a chance to understand basics of writing and to observe directionality and letter formation</p> <p>Emergent Writing:</p> <p>Encourage students to draw daily to reflect on their feelings and thinking, ask the students to tell you about their drawings and write some of their ideas (in clear writing) under their drawing</p>		<p>Writing</p> <p>Pre-Writing Skills</p> <p>* Cutting & Tracing</p> <p>Start by using thick markers and crayons, then thin tip markers and crayons and then pencils</p> <ul style="list-style-type: none"> • Fringing; then • Lines; then • Curves; then • Shapes <p>Shared Writing:</p> <p>Create simple sentences using the sight words taught and pictures</p> <ul style="list-style-type: none"> • Write the sentences on the board • Provide sight words cards and pictures in the writing center and let the students create sentences. <p>Emergent Writing:</p> <p>* Ask the students to draw a picture that matches with the simple sentences that they can read</p> <p>* Elkonin Boxes: Segmenting CVC words</p>		<p>Writing</p> <p>Shared Writing:</p> <p>Show the students a picture and ask them to describe it, write their sentences in a big and clear font on the board. Give the students a chance to write the sentence on their small whiteboards as you write it.</p> <p>Emergent Writing</p> <p>* Elkonin Boxes: Segmenting CVC words</p> <p>* Name writing</p> <p>* Inventive spelling</p> <p>* Create lists</p> <p>* Labelling</p> <p>* Simple sentences (I can..., I like ..., I see ..., etc.)</p>		<p>Writing</p> <p>Shared Writing:</p> <p>Show the students a picture and ask them to describe it, write their sentences in a big and clear font on the board. Give the students a chance to write the sentence on their small whiteboards as you write it.</p> <p>Emergent Writing</p> <p>* Elkonin Boxes: Segmenting CVC words</p> <p>* Inventive spelling</p> <p>* Create lists</p> <p>* Labelling</p> <p>* Write simple sentences to describe an object or a picture (I see..., It feels ..., It looks ..., It smells ..., It tastes ...)</p>	
	<p>Reading</p> <p>Phonological Awareness</p> <p>Phase 1: Aspect 4: Rhythm and rhyme</p> <p>Phase 1: Aspect 5: Alliteration</p> <p>Phase 1: Aspect 7: Oral blending and segmenting</p> <p>Phase 1: Aspect 6: Voice sounds (n, a, p, m, s)</p> <p>Resource: <i>letters and Sounds Teacher Guide</i></p> <p>Decodable Books (3 to 6): https://www.raz-plus.com/books/decodable-books/</p> <p>After you introduce the letters (n, a, p), start reading the decodable books with the whole class, and then in small groups</p> <p>Sight Vocabulary (10 words)</p> <p>Decodable books (1 to 6): a, and, can, I, on, in, the, get, is, this</p> <p>Shared Reading & Comprehension Skills</p> <p>Level A Scholastic Guided Reading Books:</p> <p>Titles:</p> <p>Comprehension Skills:</p> <ul style="list-style-type: none"> * Picture walk to encourage the learners to use their background knowledge * Direct vocabulary * Draw your favorite part of the story * Make connections <p>Concepts of Print</p> <ul style="list-style-type: none"> * Handle books with care * A book has a front and a back * Books are read from front to back * Understand that print is speech written down. 		<p>Reading</p> <p>Phonological Awareness</p> <p>Phase 1: Aspect 6: Voice sounds (t, o, d, e, h, f)</p> <p>Phase 2: Practice blending VC and CVC words for reading</p> <p>Phase 2: Practice segmenting VC and CVC words for spelling</p> <p>Phase 2: Reading HFW</p> <p>Resource: <i>letters and Sounds Teacher Guide</i></p> <p>Decodable Books (7 to 13): https://www.raz-plus.com/books/decodable-books/</p> <p>Sight Vocabulary (22 words)</p> <p>Decodable books (7 to 13): off, saw, with, cannot, he, put, see, from, run, up, are, has, they, to, were, me, of, too, goes, it, said, that</p> <p>Shared Reading & Comprehension Skills</p> <p>Level A Scholastic Guided Reading Books:</p> <p>Titles:</p> <p>Comprehension Skills:</p> <ul style="list-style-type: none"> * Picture walk to encourage the learners to use their background knowledge * Direct vocabulary * Draw your favorite part of the story * Make connections <p>Concepts of Print</p> <ul style="list-style-type: none"> * The left-hand page is read before the right-hand page. * Print is read from left to right and a page is read from top to bottom. 		<p>Reading</p> <p>Phonological Awareness</p> <p>Phase 1: Aspect 6: Voice sounds (g, b, c, r, u, l, w, j, k)</p> <p>Phase 2: Practice blending VC and CVC words for reading</p> <p>Phase 2: Practice segmenting VC and CVC words for spelling</p> <p>Phase 2: Reading HFW</p> <p>Resource: <i>letters and Sounds Teacher Guide</i></p> <p>Decodable Books (14 to 27): https://www.raz-plus.com/books/decodable-books/</p> <p>Sight Vocabulary (29 words)</p> <p>Decodable books (14 to 27): do, for, like, this, you, his, no, was, she, will, her, look, eat, my, stop, them, jump, just, of, we, go, play, take, over, want, saw, would, out, does</p> <p>Shared Reading & Comprehension Skills</p> <p>Level B Scholastic Guided Reading Books:</p> <p>Titles:</p> <p>Comprehension Skills:</p> <ul style="list-style-type: none"> * Direct vocabulary * Sequence the events (first, next, then, finally) * Story Characters * Main idea <p>Concepts of Print</p> <ul style="list-style-type: none"> * The concept of first and last can be applied to letters in a word or words on a page. * Spaces indicate the boundaries of words. * Terms such as 'letter', 'sound', 'word' and 'sentence' are different concepts. 		<p>Reading</p> <p>Phonological Awareness</p> <p>Phase 1: Aspect 6: Voice sounds (v, y, q, x, z)</p> <p>Phase 2: Practice blending VC and CVC words for reading</p> <p>Phase 2: Practice segmenting VC and CVC words for spelling</p> <p>Phase 2: Reading HFW</p> <p>Resource: <i>letters and Sounds Teacher Guide</i></p> <p>Decodable Books (28 to 35): https://www.raz-plus.com/books/decodable-books/</p> <p>Sight Vocabulary (14 words)</p> <p>Decodable books (28 to 35): Good, have, more, some, into, went, make, one, never, seen, as, where, help, made</p> <p>Shared Reading & Comprehension Skills</p> <p>Level C Scholastic Guided Reading Books:</p> <p>Titles:</p> <p>Comprehension Skills:</p> <ul style="list-style-type: none"> * Direct vocabulary * Sequence the events (first, next, then, finally) * Story Characters * Main idea <p>Concepts of Print</p> <ul style="list-style-type: none"> * The concept of first and last can be applied to letters in a word or words on a page. * Spaces indicate the boundaries of words. * Terms such as 'letter', 'sound', 'word' and 'sentence' are different concepts. 	

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	People express their feelings in different ways		Family relationships contribute to shaping our identity		Living things have specific needs to survive and grow		People use their senses to learn about the world around them	
Math								
Math / Data Handling	Collecting data: Simple bar graph (do you like ice cream?) Sorting: What does not belong in a set (logical reasoning)				Collecting data: Simple bar graph (What is your favorite animal?) Sorting: Sorting real objects by one attribute (animals that live in land, water and air)		Sorting: Sort real objects by one attribute (color, shape, size, etc)	
Math / Measurement	Sequencing: <ul style="list-style-type: none"> Sequencing in our daily life in school. Understanding, and describing events in daily routine and knowing it's sequence, for example, before, after, bedtime, story time, today, tomorrow, morning, afternoon, evening. How many days in a week, how many weeks in a month, how many months in a year and seasons 		Sequencing: <ul style="list-style-type: none"> Sequencing in our daily life at home. Acknowledging what happens first and what is next in our daily life Understanding, and describing events in daily routine and knowing it's sequence, for example, before, after, bedtime, story time, today, tomorrow, morning, afternoon, evening. Simple picture sequencing 		Measuring and Estimating: <ul style="list-style-type: none"> Understand, identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, colder 		Measuring and Estimating: <ul style="list-style-type: none"> Understand, identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, colder Compare and estimate weight by hand (which is heavier?) Compare and estimate length (shorter, taller) 	
Math / Shape and Space					Space: Use positional words to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.		Shape: <ul style="list-style-type: none"> Identify 2D & 3D shapes in their immediate environment Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms 	
Math / Pattern and Function	Identify Patterns: Help children to recognize patterns all around them and point them out; in clothes, in music, in the garden, and everywhere patterns are to be found. Be on the lookout for patterns in clothing i.e., stripes and prints, patterns in shoe prints, nature, books, posters, art, tire tracks, etc. Notice shoe tracks when you walk through dirt or make prints with wet soles.		Identify Patterns: <ul style="list-style-type: none"> Given manipulatives, the learner should identify a repeating pattern Given manipulatives, the learner should use predictions to create and extend a repeating pattern 		Identify Patterns: <ul style="list-style-type: none"> Describe animal patterns (striped, spots, etc.) Given manipulatives, the learner should identify a repeating pattern Given manipulatives, the learner should use predictions to create and extend a repeating pattern 		Identify Patterns: Find patterns in nature and everything they observe	
Math / Numbers	<ul style="list-style-type: none"> Count to 30 by ones Connect the verbal counting sequence in a one-to-one correspondence with objects in a set being counted (1 to 10). Each object must get one and only one count. Order numbers from 1 to 10, in writing if possible Represent a number of objects with a written numeral 0-10 Compare sets of objects (0-10) (more or less) 		<ul style="list-style-type: none"> Count to 100 by ones and by tens (This objective does not require recognition of numerals. It is focused on the rote number sequence) Count forward beginning from a given number within the known Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 Represent numbers (1 – 20) on ten frames, number line, and using sets 		<ul style="list-style-type: none"> Compare sets of objects (0-20) (more or less) Skip counting by 10's Understand that ten units can be represented by sticks Decomposing numbers from (0 - 20), using manipulatives 		<ul style="list-style-type: none"> Compare sets of objects (0-20) (more or less) Skip counting by 10's Understand that ten units can be represented by sticks Decomposing numbers from (0 - 20), using manipulatives 	
Science and Social Studies								
Science	NA		NA		<ul style="list-style-type: none"> Identify needs of living things Explore a variety of life cycles and understand that living things go through a process of change Identify how the environment (land, water, air) provide living things with what they need to survive 		<ul style="list-style-type: none"> Identify the five sense (touch, taste, see, smell, hear) Demonstrate that he/she understands what they observe. Use the senses to assist and guide learning Ask questions and makes predictions based on observations and manipulation of things and events in the environment. 	
Social Studies	<ul style="list-style-type: none"> Identify their feelings and emotions and explain possible causes Identify and explore strategies that help them to cope with change Share their own relevant ideas and feelings in an appropriate manner 		<ul style="list-style-type: none"> Identify their family members Explain how different family members have different responsibilities Identify ways families care for them Share their chores or routines that they do with their families Recognizes how their choices and behaviors affect people around them 		<ul style="list-style-type: none"> Explain human's responsibility towards animals 		<ul style="list-style-type: none"> Demonstrate awareness of hygiene and safety rules 	

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Art	People express their feelings in different ways		Family relationships contribute to shaping our identity	Living things have specific needs to survive and grow	People use their senses to learn about the world around them
	<p>Drawing: Lines and Curves: discover and draw line and shape as seen in natural and manufactured objects and discover that lines can make shapes Kinder Line Designs</p> <p>Painting: Use color to express vividly recalled feelings, experiences and imaginings Hooked on a Feeling II</p>		<p>Making Constructions: Make imaginative structures Self portraits with natural materials</p> <p>Drawing: Make drawings based on vividly recalled feelings, real and imaginative experiences and stories Primary/Secondary Self Portraits</p>	<p>Drawing: Use their awareness of lines and shapes to draw different animals</p> <p>Making Prints: Use a variety of print-making techniques Animal Prints: Make a variety of animal prints using textured items and paint pressed against paper or fabric</p> <p>Collage: Eric Carle style butterflies</p>	<p>Painting: Use color to express vividly recalled feelings, experiences and imaginings Mouse Paint: https://kinderart.com/art-lessons/painting/mouse-painting-color-mixing/</p> <p>Clay: Make a clay form and manipulate it with fingers to suggest a subject https://kinderart.com/art-lessons/crafts/tips-working-play-dough/</p>
PSPE	<p>Athletics Running * Walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds running with a partner, moving into space following a leader art * Participate in a pair relay using a beanbag * Participate in team relays, in small groups, using various means of travelling</p> <p>Jumping * Practice skipping activities with and without ropes * Experiment with various ways of jumping</p> <p>Throwing * Experiment with appropriate objects and methods of throwing, aiming for height and distance</p>		<p>Athletics Running * Walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds running with a partner, moving into space following a leader art * Participate in a pair relay using a beanbag * Participate in team relays, in small groups, using various means of travelling</p> <p>Jumping * Practice skipping activities with and without ropes * Experiment with various ways of jumping</p> <p>Throwing * Experiment with appropriate objects and methods of throwing, aiming for height and distance</p>	<p>Gymnastics Movement</p> <ul style="list-style-type: none"> Develop the basic movement actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing, swinging, twisting and turning using a variety of body parts while exploring space Practice rocking and rolling activities leading to the forward roll Develop body awareness through variations of direction, pathways, levels, shape, speed and effort <p>Activities can be:</p> <ul style="list-style-type: none"> Travelling slowly on two hands and one foot following a curved pathway Travelling sideways on two hands and two feet keeping the body low Supporting weight on one foot with the body in a stretched position and transferring weight to two hands and one foot with the body in a curled position 	<p>Games Sending, receiving and travelling Ball handling: begin to develop ball-handling skills</p> <ul style="list-style-type: none"> rolling a ball to a partner or at a large target throwing a beanbag or ball under-arm into the air throwing under-arm and over-arm at a large target catching by cradling (scooping) <p>Kicking: begin to develop kicking skills</p> <ul style="list-style-type: none"> kicking a ball to a partner along the ground using the inside and the instep of the foot controlling a ball with the foot by trapping or stopping it dribbling a ball with the foot and trapping or stopping it <p>Carrying and Striking: begin to develop carrying and striking skills</p> <ul style="list-style-type: none"> carrying a beanbag on different body parts (e.g. palm of hand, back of hand, head) carrying a beanbag on a small bat while moving slowly or quickly tossing the beanbag on a small bat or the hand while stationary, using forehand or backhand alternating tossing and carrying a beanbag on a small bat or the hand bouncing a ball on a racquet while stationary striking a softball along the ground with a bat and retrieving it striking a softball against a wall using the hand or bat. <p>Creating and playing games Create and develop games in pairs</p> <ul style="list-style-type: none"> rolling a ball at a target kicking a ball to a partner through a 'goal' <p>Play simple playground games</p> <ul style="list-style-type: none"> cat and mouse, keep the basket full, fox and geese, hot ball.