

K2 Year Overview SY1920

2019-20 K2 Semester One	W1 Aug. 12-16	W2 Aug. 19-23	W3 Aug. 26-30	W4 Sept.2- 6	W5 Sept. 9- 13	W6 Sept. 16-20	W7 Sept.23 -27	Break Sept. 30-Oct. 4	W8 Oct.7- 11	W9 Oct. 14-18	W10 Oct. 21-25	W11 Oct. 28- Nov.1	W12 Nov. 4- 8	W13 Nov. 11-15	W14 Nov. 18-22	W15 Nov. 25-29	W16 Dec. 2- 6	W17 Dec.9- 13	Break Dec. 16-Jan. 3
Trans.Disc. themes	Who We Are: <i>Homes and Communities</i>									How We Express Ourselves: <i>Literature</i>									
Central Ideas & Concepts (Key & Related)	<p>Central Idea: Homes reflect cultural influences within communities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How homes reflect culture (Form, Perspective) Why we need communities (Connection) Characteristics of homes within our communities (Form) <p>LEARNER PROFILE LINKS: INQUIRER, THINKER, COMMUNICATOR, OPEN-MINDED</p>									<p>Central Idea: Literature can entertain, educate and ignite the imagination.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Ways that stories are told and shared (Function) How stories help us to learn (Connection) How stories can influence our actions and feelings (Perspective) <p>LEARNER PROFILE LINKS: THINKER, COMMUNICATOR</p>									
Language Arts	<p>Reading:</p> <ul style="list-style-type: none"> "We are Readers" – choosing, enjoying and taking care of books <p>Writing:</p> <ul style="list-style-type: none"> "We are Writers" - seeing selves as writers, establishing routines for writer's workshop <p>Speaking & Listening:</p> <ul style="list-style-type: none"> Greetings and listening skills 									<p>Reading:</p> <ul style="list-style-type: none"> Focus strategies - Activating schema when reading and viewing All year – building reading behaviors <p>Writing:</p> <ul style="list-style-type: none"> Illustration Study – using images to tell stories and show what we know <p>Speaking & Listening:</p> <ul style="list-style-type: none"> Active listening skills, using unit vocabulary 									
Mathematics	<p>Number (on-going class routines)</p> <ul style="list-style-type: none"> counting, reading writing, comparing and ordering numbers skip counting estimation <p>Measurement (on-going class routines)</p> <ul style="list-style-type: none"> time <p>Pattern (on-going)</p> <ul style="list-style-type: none"> create, describe and extend simple patterns <p>Unit of Inquiry Links: Data Handling</p> <ul style="list-style-type: none"> sorting by attributes collecting and graphing data 									<p>Number</p> <ul style="list-style-type: none"> Place value addition and subtraction <p>Measurement</p> <ul style="list-style-type: none"> length, mass and capacity, money <p>Unit of Inquiry Links: Geometry</p> <ul style="list-style-type: none"> position and direction 									
Mandarin	<p>Connected to the Unit of Inquiry:</p> <ul style="list-style-type: none"> Vocabulary of family members. Words related to friendship Introducing yourself, your family and your friends. <p>Stand alone:</p> <ul style="list-style-type: none"> Courtesy words, class instructions, numbers, age, nationality Class activities. 									<p>Connected to the Unit of Inquiry:</p> <ul style="list-style-type: none"> Chinese illustration stories: 龟兔赛跑, 拔萝卜、小鸡找妈妈, 小红帽 Learn about the characters from stories and show how we can relate to them Retell and Role play the stories <p>Draw story maps</p>									
PE	<p>Playground games – interact, play and engage with others, taking turns and sharing. Following rules and playing safely.</p> <p><u>ON GOING</u> - Perceptual Motor Programme - Gross motor skills - the acquisition of large-scale movements e.g: walking, running, jumping, skipping, climbing, moving in and out of positions. Crossing the midline of the body (laterality). Body and space awareness. Visual and spatial skills. Balance and co-ordination.</p>									<p>Movement composition – Dance: participate in short repetitive dance sequences, explore different ways of moving on the floor and apparatus. Gymnastics Rolling and balancing</p>									
Personal, Social & Emotional Growth	Second STEP Program: Unit 1-Skills for Learning									Second STEP Program: Unit 2-Empathy Second STEP Program: Bullying Prevention Unit									
Child Protection	Right to be Safe: Students use stories and songs to identify the feelings associated with being safe and unsafe and the characteristics of safe places and unsafe places. Online Safety is to be explored.									Students explore their own identities as members of families and the community. They also learn the importance of respecting diversity. They begin to understand the connections between their family and friends and explore these relationships.									
Swimming	Water safety in pairs			How I swim on my front and back PART ONE						Floating & moving					NO PROGRAM				
Performing Arts	Learner Profile			Expressing feelings and ideas						Arts Appreciation									
Digital Citizenship	Demonstrate multiple ways to communicate with others.																		

Semester 2	W18 Jan. 6-10	W19 Jan. 13-17	W20 Jan. 20-23	CNY Break Jan. 24- Feb. 7	W21 Feb. 10-14	W22 Feb. 17-21	W23 Feb. 24-28	W24 Mar. 2-6	W25 Mar. 9-13	W26 Mar. 16-20	W27 Mar. 23-27	W28 Mar. 30- Apr. 3	Break Apr. 6-10	W29 Apr. 13-17	W30 Apr. 20-24	W31 Apr. 27-30	W32 May 4-8	W33 May 11-15	W34 May 18-22	W35 May 25-29	W36 Jun. 1-5	W37 Jun. 8-12	W38 Jun. 15-19		
Trans.Disc. themes	Where We Are in Place and Time: <i>Journeys</i>									Sharing the Planet: <i>Living Things</i>															
Central Ideas & Concepts (Key & Related)	<p>Central Idea: Journeys create change and can lead to new experiences.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How and why people take journeys (Causation) Discoveries made during and after journeys (Change) <p>LEARNER PROFILE LINKS: INQUIRER, THINKER, COMMUNICATORS, OPEN-MINDED, REFLECTIVE</p>									<p>Central Idea: Living things have unique characteristics and play an important role in our lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Characteristics of both plants and animals (Form) Various uses of plants and animals (Connection) Human impact on animal habitats (Responsibility) <p>LEARNER PROFILE LINKS: INQUIRERS, CARING, REFLECTIVE</p>															
Language Arts	<p>Reading:</p> <ul style="list-style-type: none"> Focus strategy - Making inferences All year – building reading behaviors <p>Writing:</p> <ul style="list-style-type: none"> Personal Narratives (in pictures and in words) Poetry <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Active listening, sharing stories, using unit vocabulary 				<p>Reading:</p> <ul style="list-style-type: none"> Focus strategy - Close viewing, visualizing – learning from images All year – building reading behaviors <p>Writing:</p> <ul style="list-style-type: none"> Writing Non-Fiction (in pictures and in words) <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Active listening, using unit vocabulary 								<p>Reading:</p> <ul style="list-style-type: none"> Continue building reading behaviors, strategies <p>Writing:</p> <ul style="list-style-type: none"> Procedural Texts (in pictures and in words) <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Following instructions, using unit vocabulary 												
Mathematics	<p>Number:</p> <ul style="list-style-type: none"> addition and subtraction ordinal rules for addition and subtraction <p>Symmetry:</p> <ul style="list-style-type: none"> line symmetry <p>Unit of Inquiry Links: Geometry</p> <ul style="list-style-type: none"> 2D and 3D shapes positional language fractions (half)Hei position and direction 				<p>Number:</p> <ul style="list-style-type: none"> doubles estimation <p>Measurement:</p> <ul style="list-style-type: none"> Time – duration of time, days of the week, seasons, fractions (half) <p>Data Handling:</p> <ul style="list-style-type: none"> collecting and graphing data <p>Unit of Inquiry Links: Measurement & Data Handling</p> <ul style="list-style-type: none"> collecting and graphing data 								<p>Unit of Inquiry Links: Data Handling</p> <ul style="list-style-type: none"> collecting and graphing data 												
Mandarin	<p>Connected to the Unit of Inquiry:</p> <ul style="list-style-type: none"> Key animal- related words Animal behavior Use adjectives to describe animals Chinese zodiac animals Songs and rhymes about animals 									<p>Connected to the Unit of Inquiry:</p> <ul style="list-style-type: none"> Vocabulary of weather and season Vocabulary of common plants Seasonal/natural things and activities 															
PE	Individual Pursuits- Run, Jump, throw, Developing gross motor skills. Exploring different ways of moving with or without equipment											EY Field Day		Games- simple games with little or no equipment. HRA- basic changes that occur when exercising											
	_ON GOING - Perceptual Motor Programme - Gross motor skills - the acquisition of large-scale movements e.g: walking, running, jumping, skipping, climbing, moving in and out of positions. Crossing the midline of the body (laterality). Body and space awareness. Visual and spatial skills. Balance and co-ordination.																								
Personal, Social & Emotional Growth	Second STEP Program Unit 2: Empathy				Second STEP Program Unit 3: Emotion Management								Second STEP Program Unit 4: Problem Solving												
Child Protection	Recognizing and Reporting Abuse: Comfortable, uncomfortable and confusing touches.				Students understand that they have rights regarding their bodies and that they need to respect the rights of other children not to be touched.								Protective Strategies and Assertive Communication.												
Swimming	NO PROGRAM				NO PROGRAM				How I swim on my front and back PART TWO				Water play, moving and safety				Celebration of learnt skills								
Performing Arts	Arts Appreciation cont.		Integrated Unit of Inquiry K2 Showcase: Stories we can tell																				Responding to elements in nature through music.		
Digital Citizenship	Demonstrate multiple ways to communicate with others.																								