



PYP Curriculum Guide

Grade KG2

2019 - 2020

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ADVANCED LEARNING SCHOOLS MISSION STATEMENT

Advanced Learning Schools provides students with an opportunity to acquire and demonstrate knowledge, appreciation and respect for their own cultural heritage, integrated with an understanding of, curiosity about, compassion and tolerance toward other cultures of the world.

It provides an environment that encourages moral development, active and independent learning, analytical thinking, life-long learning, and respect for individual differences and sensitivity to the moral, social and environmental requirements of the global community.

IB Learner Profile

The PYP IB program aims to develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Teachers Introduction

The teachers for Kindergarten 2 this year are Ms. Helene Manning and Ms. Zeina El Baba. We welcome you all and look forward to a wonderful year of inquiry learning.

Ms. Helene Manning is from America. She has taught in IB schools in China and England. This is her fourth year at Advanced Learning Schools.

Ms. Zeina El Baba is from Lebanon but was raised in Saudi Arabia. This is her fourth year at Advanced Learning Schools.

We are looking forward to getting to know both you and your children this year. You may contact us anytime at hmanning@alsschools.com, zelbaba@alsschools.com, or through the school phone number: 011-207-0926.

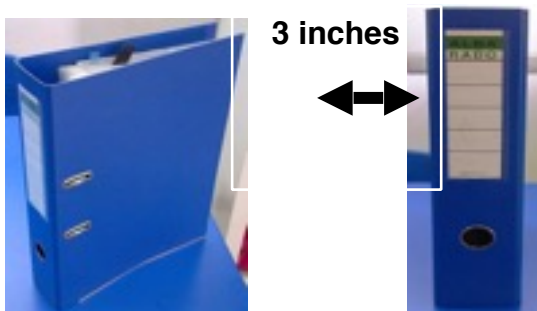
Supply List

The following are the items that your child needs for school:

- 1 can of Faber Castell colored pencils (set of 36 colors)
- 1 box of Faber Castell wax crayons
- 1 bottle of white liquid glue
- 4 glue sticks (large size)
- 1 pack of Dettol wipes and one pump bottle of hand sanitizer (*if more is needed an additional request will go out*)

For students new to ALS only please bring:

- 1 Blue **Alba Rado** Binder (file) as shown below. The binder must be **3 inches** in depth as displayed below. You can find this binder at all Jarir Bookstores.



Since our school is following the PYP (Primary Years Programme) framework, our curriculum is divided into six units of inquiry.

#	1	4	5	2	3
	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, communities and cultures; rights and responsibilities; what it means to be human	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
TD Theme					
Title	Getting to Know Me	Celebrate!	Materials	Transportation	It's Alive!
CI	Understanding oneself and others helps people to shape and develop their identity.	Celebrations bring people together and express who we are.	Humans use materials for different purposes.	Communities create transportation systems that meet their needs.	Living things have certain requirements in order to grow and stay healthy.
KC	Reflection, form	Function, form	Form, change	Form, connection	Responsibility, causation
RC	Identity, growth, senses	Forms of energy, beliefs	Changes, properties and uses of materials	Transportation, pollution	Classification, living and non-living,
LP	Risk-taker, Communicator	Open-minded, Knowledgeable	Inquirer, Thinker	Reflective, Balanced	Caring, Principled

<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> -What it means to be me - How relationships are made and maintained - Similarities and differences between ourselves and others 	<ul style="list-style-type: none"> - What and why we celebrate - The characteristics of each celebration - The differences and similarities amongst celebrations 	<ul style="list-style-type: none"> - Materials used in daily life -The properties of different materials -The use of material depending upon its properties 	<ul style="list-style-type: none"> - Specific purposes of different transportation systems - Factors that affect the kinds of systems that can be developed - Relationship between transportation systems and the environment 	<ul style="list-style-type: none"> - Characteristics and classification of living things (animals) - Our needs and the needs of other living things - Our responsibility for the well-being of other living things
<p>SF</p>	<p>PE, Social Studies, Science</p>	<p>Islamic Studies, PE, Social Studies</p>	<p>Arabic, Science</p>	<p>Arabic, Social Studies, Science</p>	<p>Islamic Studies, Science</p>

1- Who We Are –Getting to Know Me

Students will make an inquiry into their world: their families, friends, likes, dislikes, similarities and differences. They will explore their environment using their five senses. Students will discuss how each individual is unique. They will examine feelings and what causes them. Students working in partners will compare and contrast themselves recording their results with venn diagrams. Guest speakers will be invited to class to share particular talents and hobbies. In Language Arts, students will listen to daily read alouds of stories and information books. They will respond to comprehension questions. Students will focus on phonemes found at the beginning and end of words. In mathematics students will recognize numbers and practise making sets up to 10. They will measure themselves using non-standard forms of measurement. Students will explore patterns.

2- How We Organize Ourselves – Transport

Students will inquire into different transportation systems: how and why the transport system evolved. They will explore factors which affected the development (climate, geography). The students will compare and contrast the transport systems used in Riyadh, Paris and Amsterdam. They will explore the types of forces which move a vehicle (push or pull). Students will reflect on the affect transportation has on the world’s climate. In Language Arts students will continue to participate in daily read alouds of stories and information books. They students will respond to comprehension questions. They will express their ideas, thoughts and feelings through drawings and single words. Students will learn the basics of speaking and presenting to an audience. In Mathematics students will sort, classify, and graph different means of transportation. They will practice making sets up to 15. They will be introduced to the concept of addition.

3- Sharing the Planet – It’s Alive!

Students will inquire into what is needed by living animals in order to grow and stay healthy. They will classify objects into living and non-living creating a list of characteristics of living things. During Bring Your Pet to School Day, students will observe pet animals and record their observations. Students will view clips/short movies on people with animals. They will reflect on how humans are responsible for animals worldwide. In Language Arts students will continue to actively participate in daily read alouds of information books and stories. They will acquire new vocabulary and read material about living things and discover their responsibility towards maintaining animals’ environments. Students will record responses to what they read with drawings and inventive spelling. Students will continue to focus on identifying phonemes at the beginning, middle and end of words. Their sight word vocabulary will continue to develop. In Mathematics students will sort, classify, and graph living things. They will look at patterns and cycles in nature. Students will continue to make sets to 20. They will practice adding to 10.

4- How We Express Ourselves – Celebrate!

Students will inquire into and discover how celebrations express people’s ideas, feelings, beliefs and culture. They will share how their families celebrate birthdays, graduations, and weddings. The students will explore celebrations from around the world: Harvest Festivals, Cinco De Mayo, Chinese New Year, Eid. They will examine the characteristics of each celebration. The students will reflect on the similarities and differences between celebrations. In Language Arts students continue participating in daily read alouds of information books about celebrations and story books. They record their ideas through drawings and inventive spelling, reflecting on what was read. In Mathematics, students will create a calendar, marking celebrations. They will continue practicing addition to 20. Students will be introduced to the concept of subtraction.

5- How the World Works – Materials

Students will inquire into materials and their properties (paper, metal, wood, plastic, fabric). They will investigate how and why different materials are used in daily life. The students will explore the properties of various materials, recording the results of their investigations. They will learn about fabric processes: from sheep to sweater, from cotton plant to jeans and from silk worm to silk. In Language Arts students will continue to participate in daily read alouds of information books about materials. They will read about fabric processes in guide reading books. Students will record the steps of the process. In Mathematics students will use graphing skills to graph materials according to properties and order the events in a process. They will continue adding to 20. They students will practice subtraction from 10.

These PYP Units of Inquiry will focus our studies in all areas of the curriculum. Science and Social Studies concepts are integrated within the context of the Units of Inquiry. In addition, class time is set aside for addressing specific content and skills in Language Arts and Mathematics.

Language Arts

In our Kg2 classrooms, each student actively participates in activities involving language. In addition to our daily “Language Arts” lesson time, the students also read, write and discuss concepts being explored during the Unit of Inquiry. We use Jolly Phonics texts, cards and books as our resources.

Speaking and Listening

Many opportunities are provided throughout the day to: listen for information (following directions), listen critically (main ideas, details), listen aesthetically (appreciate poetry/rhythms of language).

Students join in discussions, expressing their views, relating their experiences. They participate in storytelling and imaginative role play.

Reading

We offer a rich and varied reading program. Several approaches are used to achieve a balanced reading program, taking into account individual differences and needs. Books are sent home on a regular basis. Books are chosen and selected by both your child and the class teacher. At times your child will choose either what appears to be a very easy or very difficult book. Whichever book your child chooses we encourage you to either listen to the story, or read the book to your child.

Reading to children

Hearing good books read aloud builds student’s knowledge of how stories work. It introduces new ideas and language they can draw on later as they begin to read independently.

Shared reading

The teacher reads a big book with the students. They are encouraged to join in with repetitive sections or familiar refrains. Specific phonetic sounds are highlighted.

Guided group reading

The teacher introduces the book, initiates discussion about language and concept, asks questions that encourage and support children through their reading of the text.

Through observation, areas of need can be identified and appropriate teaching given. Material for guided reading presents students with manageable challenges that encourage reading for meaning, developing and practicing reading strategies.

Independent reading

Students are encouraged to make their own choices. Reading quietly to themselves, or to the teacher or a friend gives students the opportunity to practice reading strategies. They are given a chance to reread favorite stories, read different stories by the same author and to process information independently.

Writing

Through the writing process, students develop phonics, vocabulary and the ability to construct meaning.

Shared writing and modeling on texts

The teacher is the scribe and models known texts, retells stories, records children's versions of known stories and original stories. The teacher focuses on structure, grammar, punctuation and patterns. The student's writing reflects their developing knowledge of phonics and vocabulary.

Many times, when writing independently, they use partial phonetic representation for words.

Students "publish" their work through big books made from share writing, individually made books (zig-zag, flap, pop-up). These books are places in the class library to be shared and enjoyed by all.

Mathematics

Students will read, write, count, compare and order numbers to 20+. They will model number relationships to 20. Children will sort objects according to attributes, and compare quantities. They will learn to measure and compare using non-standard units of measurement and they will learn to read time to the hour. Students will also find, describe, and create simple patterns in their world.

They will read and model simple addition and subtraction problems. We use "Everyday Mathematics" as the core textbook but this will also be supplemented with hands-on manipulative activities and other resources to extend learning and understanding.

Resources:

1. Jolly Phonics
2. Everyday Mathematics

Assessment and Reporting

Students are continually assessed throughout the year in math and language arts. Anecdotal notes, checklists, rubrics and written forms of assessment are used. Formative assessments occur during units of inquiry and each unit ends with a summative assessment.

There is one parent teacher conference after the first report card is sent home. Student led conferences will occur after the fifth unit of inquiry. This conference will be led by your child and his/her knowledge will be shared through the work in your child's portfolio

Homework Practices and Expectations:

Good communication between parent, teacher, and student is very important for your child's academic growth.

We use a diary that will go home daily. It contains important information about what's going on in class and at school. Please be sure to check it daily. The diary will contain anything assigned to your child.

A class information file will go home with your child when an important letter or class information is sent home for your reference. Please remove the papers and send it back to the school the next day.

Your child will have a reading assignment to complete on a daily basis.

Behavior Expectations

Students are expected to follow the following agreements throughout the year:

- Keep your hands and feet to yourself
- Clean up when you are done
- Listen to the speaker
- Use a quiet voice
- Raise your hand when you want to speak
- Be respectful

Dietary Request

Please make sure the lunch box contains two healthy meals; breakfast and lunch.

Below are suggested items you might consider.

<p><u>Fruits and vegetables:</u></p> <p>Bananas: cut into quarters or halves with peel on for convenience. Apples and pears: sliced in wedges Oranges: wedges Grapes: cut in quarters or halves Plums, peaches and nectarines: pitted and cut in half Sugar snap peas: serve as is Broccoli: cut into small florets Cucumber: sliced Cherry tomatoes</p>	<p><u>Bread and Grains:</u></p> <p>Waffles with fruit syrup Pita bread Whole wheat crackers or pretzels Whole wheat bread Tortillas Fruit or vegetable muffin Cookies and granola bars- choose lower sugar, whole wheat versions.</p>
<p><u>Meat and meat supplements:</u></p> <p>NO PEANUTS or products with peanuts or peanut by products allowed at ALS due to life threatening allergies</p> <p>Nuts: chop into pieces Nut butters: almond butter on fruit, vegetables, bread or crackers. Beans: make bean dips like refried bean dip or hummus Yogurt: try using plain, low fat yogurt served with fruit or honey Cheese: slices of cheddar or white cheese Meat: preferably turkey</p>	<p><u>Drinks:</u></p> <p>Milk: preferably plain Natural Juice</p>

Special Occasions:**BIRTHDAY POLICY AND GUIDELINES**

The staff of Advanced Learning Schools recognize that, on occasion, it is appropriate for our classroom communities to celebrate together as a class to mark a special event or the birthday of a classmate. While these events do provide a social learning opportunity, they do impede upon precious academic learning time. The following guidelines are designed to allow for classroom parties and birthday recognitions, without unnecessarily infringing upon academic time.

Student Birthday Celebrations

If you would like to have a class birthday for your child, please speak with your child's teacher in advance. These birthday celebrations are limited to the classroom community and will take place during lunch time. Parents are asked to drop off only cupcakes in the K-3 office, and these treats will be delivered to the classroom. Parents should be mindful that nuts are not allowed to be in any of the cupcakes provided.

Goody bags are not allowed. The school will not permit bouquets of balloons and other celebratory decorations to be sent to the classrooms. These can be distracting to students' learning. Please do not send these items to avoid embarrassment.

If food comes to school for any special occasion, it must arrive with your child in the morning before 7:30.

If at any time you have any concerns regarding the progress of your child's education, please feel free to contact your child's Kg 2 teacher. You may request a conference with their teacher at anytime. Feel free to call the school and book an appointment.

With your cooperation we can create a very rewarding year for your child!

Thank you,

Ms. Helene Manning

Ms. Zeina El Baba

KG 2 Homeroom Teachers

اللغة العربية

التعريف بالمعلمة

حاصلة على بكالوريوس تربوي من جامعة الإمام محمد بن سعود الإسلامية ثقافة اسلامية (أصول الدين) لديها خبرة في عمل استراتيجيات التدريس وخبرة بالتعامل مع الأطفال والتواصل معهم. عملت في مدارس الشاملة العالمية لمدة 3 سنوات

أهداف تدريس اللغة العربية لمرحلة الروضة الثانية

الاستماع والمحادثة

يتوقع من الطفل أن

- يشارك في الصف كمستمع ومتحدث
- يفهم المعلومة التي يستمع إليها
- يعبر شفويًا عن نفسه مستخدمًا جملاً مكونة من 4-5 كلمات
- يحاول استخدام التركيب المناسب للجملة عندما يتحدث
- يستخدم المفردات الجديدة
- يتبع تعليمات مكونة من 5 خطوات
- يستمع إلى قصة قصيرة من البداية حتى النهاية ويعيد سرد جزء منها مثل البداية أو العقدة أو الحل
- يستمع بتركيز لمدة (7-10) دقائق
- يعرف شكل الحرف في بداية ووسط ونهاية الكلمة
- يطابق بين الكلمات الموزونة مقاطع مع حركات
- يعرف الحروف الهجائية

القراءة

يتوقع من الطفل أن

- يقدر أهمية الكتب كمصدر للمتعة والفائدة
- يعرف أن المادة المطبوعة لها معنى
- يعرف أن الكلمة المنطوقة يقابلها كلمة مكتوبة
- يعرف أن الكلمة مكونة من مقاطع تسمى الحروف
- يعرف أن الجملة تتكون من كلمات
- يقرأ الحروف
- يقرأ من اليمين إلى اليسار
- يقرأ مجموعة من الكلمات الشائعة والمتكررة قراءة تصويرية
- يقرأ بفهم المرحلة الثانية من سلسلة قصص (القراءة) للروضة الثانية
- يحاول استخدام طريقة التقطيع الصوتي ليقراء كلمات سهلة
- يقرأ كلمات مختارة من قائمة الكلمات الأكثر شيوعاً

الكتابة

يتوقع من الطالب أن

- يمسك القلم بالطريقة السليمة والصحيحة
- يكتب بالعربية من اليمين إلى اليسار مع مساعدة
- يكتب كل حرف باتجاهه الصحيح مع مساعدة
- يكتب مع وجود مسافة بين الكلمات مع المساعدة
- يكتب اسمه
- ينسخ كلمات كتابة تصويرية
- يضع عنواناً لصورة بمساعدة المعلمة
- يكون جملة مكونة من (3) كلمات من قائمة الكلمات الشائعة
- يكتب ليُعبر عن نفسه بمساعدة
- يعبر عن نفسه / فكرة بالرسم

التقييم

الملاحظة والمتابعة المستمرة للطفل أثناء الحوار والمناقشة ، وأثناء الحفظ وحل أوراق العمل المطلوبة

وحدات البحث

نشارك في مواضيع البحث المختلفة بحيث نقوم ببعض الرحلات الميدانية المرتبطة بمواضيع البحث، وحل أوراق عمل متنوعة

في حال وجود أي استفسار الرجاء عدم التردد في الاتصال على رقم المدارس أو على البريد الإلكتروني

تمام الشيخ	Telsheikh@alsschools.com
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مادة التربية الإسلامية

التعريف بالمعلمين

نرحب بكم في العام الدراسي الجديد ، وإنه لمن دواعي سرورنا أن يكون ابنكم / ابنتكم في صفنا هذا العام مدرسة المادة هي ساره فهد الشويرد حاصلة على بكالوريوس تربوي من جامعة الملك سعود /ثقافة إسلامية (فقه وأصوله)

الخبرات العملية:

في مدرسة الخمسون الثانوية في الرياض , ومدارس التعليم المتطور خضت لدورات تدريبية عدة في مجال في إدارة الوقت وإستراتيجيات التدريس وتحديد الاولويات وفي مهارة الاتصال الفعال وأخلاقيات المهنة كما قمت بدورات عدة في مجال الادارة وهذه سنتي الخامسة في مدارس التعليم المتطور

أهداف تدريس مادة التربية الإسلامية
يهدف تدريس مادة التربية الإسلامية إلى
غرس الأخلاق وضبط السلوك -
والاهتمام بالعقل والعلم سعياً لبناء الشخصية الإسلامية المتكاملة المتفهمة للعقيدة-

السور القرآنية المطلوبة
لكل صف مجموعة من السور القرآنية يجب حفظها

التقييم

بعد انتهاء كل درس ، لذا فمن الضروري القيام بالمراجعة البيتية وحل التدريبات المطلوبة

وحدات البحث

نشارك في مواضيع البحث المختلفة من وجهة متعلقة بمادة التربية الإسلامية واللغة العربية، بحيث نقوم ببعض الرحلات الميدانية المرتبطة بمواضيع البحث.

في حال وجود أي استفسار الرجاء عدم التردد في الاتصال على رقم المدارس أو على البريد الإلكتروني

Sarah Al Shuwarid

salshuwarid@alsschools.com

PYP PE

Once again I am at the start of a new academic year and I welcome all my students. I would like to extend a very special welcome to those students and their parents that are joining our ALS family for the first time.

In accordance with the IB mission statement, we encourage our students to become active and compassionate lifelong learners. It is our responsibility to produce learners that are Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Curriculum

To assist my students in achieving the above qualities our Physical Education Curriculum must consist of the following strands:

Individual Pursuits:

- Shows development of gross motor skills
- Shows development of fine motor skills
- Movement through manipulative skills

Games:

- Recognizing the challenges presented by games
- Importance of manipulating space
- Development of appropriate skills
- Applies rules effectively

Movement Composition:

- Can effectively follow a sequence of movements
- Express movement through feelings, emotions and ideas

Adventure Challenges:

- Can effectively work as part of a team
- Shows critical thinking
- Shows ability to solve problems

Health-related fitness:

- Recognize the importance of a healthy lifestyle
- Awareness of exercising regularly
- Ability to make healthy choices

Assessment

Progress during Physical Education will be determined by various ways including:

- Teacher's observation
- Rubrics
- Peer assessments
- Checklists
- Projects

Resources

We have access to an indoor area, volley-ball court and a grass soccer field. We use all of these

resources, plus a range of other specialized physical education equipment during Physical Education

lessons. This exposes our students to as many learning situations as possible.

I look forward to working with your children this academic year. I am very excited to assist your children in helping each of them reach their full potential. I am also fully aware that you entrust me with your most valuable asset; your children. Please feel free to contact me if you have any questions.

Debora Adam	dadam@alsschools.com
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