

# **K1 Curriculum Handbook**

## **BBS Vision and Mission**

Our vision: A community of 'vibrant and global thinkers'.

Our mission is to serve the educational needs of the different communities in Berlin within a caring, challenging and inclusive culture. We aim for students to acquire the knowledge, understanding, skills and dispositions that will enable them to grow as life-long learners in a changing world. In addition to their intellectual development we aim for students to be self-confident, respectful, take responsibility for their choices and take action to make our world a better place.

## **The PYP Framework and Berliner Bildungsprogramm**

The PYP programme offers an international curriculum, which addresses the whole child, catering for children's academic, social and emotional growth through an inquiry-based approach. The programme at BBS is a blend of the PYP together with the Foundation Stage Curriculum of England and Wales and the Berliner Bildungsprogramm. Each group has an English speaking teacher and a German speaking Erzieher/in.

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## Communication, Language and Literacy

### **Reading Comprehension**

In K1, reading is celebrated and integrated throughout the children's learning experiences. This promotes a love of reading, develops their imagination and drives their curiosity to find out more. Teaching children to access books confidently, for information and for pleasure is the most important thing that we do. The curriculum is driven by high quality, diverse texts and progressively builds vocabulary and understanding. Strong links are made across the curriculum areas to ensure knowledge is transdisciplinary.

### **Exploring Words**

- Speaking and listening skills
- Expressive language and how the children use vocabulary
- Receptive language, the ability to understand what is being said

In K1 we follow the 'Letters and Sounds' programme. Phase One concentrates on developing children's speaking and listening skills, which lays the foundations for phonological awareness. In addition, rhythm and rhyme provides an engaging and memorable reading experience. It aids in teaching early literacy skills like phonological awareness and fluency development.

## **Writing**

Mark making is the creation of different patterns, lines, textures and shapes. This may be on a piece of paper, on the floor, outside or on an object or surface. We use questioning and enriching vocabulary to support the children in applying meaning to their marks. Picture books with large text to follow language patterns and draw familiar people, animals or signs in the classroom help them to understand that text carries meaning. Early writing skills focus on the children's hand and eye development, and they practise this throughout the day. This teaches the children ways to hold a pencil, trace, colour or cut. Fine motor skills such as manipulating playdough, construction, threading and physical play (digging and catching and throwing) strengthen the movement between the small muscles in their fingers, hands, and arms. Preliterate writing can appear as shapes, lines, and maybe some letters. This is followed by emergent writing that appears like stripes of text, swirls, and noticeable letters. These skills will support the children to begin writing letters, once they are introduced to them in the second phase of Letters and Sounds in K2.

## **Communication and Language Development**

This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

## **Listening and attention**

- Children listen attentively in a range of situations.
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.

## **Understanding**

- Children follow instructions involving several ideas or actions.
- They answer 'how' or 'why' questions about their experiences and in response to stories or events.

## **Speaking**

- Children express themselves effectively, showing awareness of listeners' needs.
- They use present, past and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

## **Maths**

K1 children learn about the following Mathematics topics:

- The language of number
- Counting with one to one correspondence to 5
- Counting and modelling numbers to 5
- Sharing items in social situations
- Data - Sorting real life objects
- Copying, continuing and describing patterns
- Recognising and naming common 2D shapes
- Exploring 3D shapes through play
- Understanding the language of measurement
- Developing awareness of the days of the week and months of the year

## K1 Programme of Inquiry

Children inquire into four transdisciplinary units. Each unit is explored in a block of approximately 8-10 weeks.

Theme	Who we are	How we express ourselves	How the world works	Sharing the Planet
<b>Unit title</b>	All About Me	Patterns all Around	Investigations	Our Food
<b>Central idea</b>	Everyday I can learn about who I am and what I can do.	Patterns are all around us and help us make sense of the world	We investigate in different ways to become more knowledgeable.	Our food comes from many sources and is processed and transported in different ways.
<b>Lines of inquiry</b>	Who I am  What makes me the same and different from others  What I can do  How I grow and change	Patterns in the physical world Patterns in language and maths Patterns in art and music How patterns can help us predict	How wondering, asking and answering questions helps us learn more  How we can learn from each other's predictions, knowledge and experiences  Different ways of finding out information	Sources of our food  The processes food goes through before we eat it  How food gets to us
<b>Key concepts</b>	Form Change	Form Function Connection	Form Function Change	Form Change Causation
<b>Learner Profile</b>	Caring Reflective	Communicator Inquirer	Inquirer Knowledgeable Risk Taker	Inquirer Knowledgeable

## K1 Science

Science learning takes place within the context of the units of inquiry. The science strands explored **in K1** are:

- In the 'living things' strand, children learn about: living things having requirements in order to grow, change and stay healthy.
- In the 'forces and energy' strand, children learn about: following and beginning to create sequences and patterns in everyday activities, which are the foundation for understanding our universe.
- In the 'Earth in space' strand, children learn about: different ways to initiate investigations and learn from others' predictions and knowledge.
- In the 'materials and matter' strand, children learn about: the properties of materials (through cooking activities); the source of food and how it is processed and transported. The children also conduct experiments during the 'Investigations' theme. These experiments include checking to see how different materials react when placed in water. Do they sink or float?

The science skills developed throughout the PYP science curriculum are:

- Students will develop their observational skills by using their senses to gather and record information.
- Students will use their observations to identify simple patterns, make predictions and discuss their ideas.
- Students will show care and respect for themselves, other living things and their environment.

## K1 Social Studies

Social Studies learning takes place within the context of the units of inquiry. The Social Studies strands are:

- Human systems and economic activities
- Social organisation and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

In the 'human systems and economic activities' strand, children learn about the different human systems involved in the growing, harvesting and processing of food.

In the 'social organisation and culture' strand, children learn to observe and describe their own physical appearance, to recognise their own strengths and talents, and to describe what makes them the same as or different to others.

In the 'continuity and change through time' strand, children learn to describe things they can do now when making comparisons with what they could do when they were younger, and to describe how plants change over time.

In the 'human and natural environments' strand, children learn to name features of the natural environment and to make observations about how the local environment changes over time

In the 'resources and the environment' strand, children learn about how humans use the natural environment , and about the human impact on the local, natural environments.

The Social Studies skills developed throughout the PYP social studies curriculum are:

- Formulate and ask questions about the past, the future, places and society



- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

## **K1 German**

Unser Ziel in K1 ist es, dass ein Grundverständnis zu diversen Themen und dazu entsprechendes Vokabular in der deutschen Sprache erworben wird. Die Feinziele, zu denen wir das ganze Jahr hinüber hinarbeiten, sind unter anderem:

- Wiederholende Anweisungen im Tagesablauf verstehen und umsetzen können
- Das Mitsingen von Liedern
- Den Inhalt von deutschsprachigen Büchern verstehen können
- Sich in unseren Gesprächsrunden adäquat artikulieren können
- Ihre Emotionen und Wünsche äußern können

Die genannten Ziele versuchen wir zu erreichen, indem wir folgende Hauptthemen bearbeiten. In jedem Thema muss bestimmtes Wissen und Wortschatz erworben werden. Die Ziele werden in den bestimmten Bildungsbereichen erworben:

## Bildungsbereiche

Gesundheit	Soziales und kulturelles Leben	Kommunikation: Sprachen, Medien, Schriftkultur
Kunst: Bildnerisches Gestalten, Musik, Theater	Mathematik	Natur - Umwelt - Technik

Thema	Alltagsrituale	Alles über mich	Tiere	Farben und Formen	Essen und Pflanzen
Ziele	Die Kinder können beschreiben, was sie jeden Tag in der Kita machen	Die Kinder können sich selbst beschreiben, ihre Körperteile benennen, und sagen, mit wem sie wohnen.	Die Kinder können die Tierarten in ihren Lebenswelten erkennen und unterscheiden.	Die Kinder können Formen in der Umwelt erkennen und ihre Lieblingsfarbe benennen.	Die Kinder können beschreiben, was sie gerne und nicht gerne essen. Ebenfalls erkennen, ob das Essen gesund oder ungesund ist. Sie verstehen,

					dass einige Lebensmittel von Pflanzen stammen.
Wortschatz	Vokabeln der Tagesritualen kennenlernen	Vokabeln der Körperteilen, Familienmitgliedern (auch Haustiere)	Vokabeln der Tierarten (Bauernhoftiere und Wildtiere) und Lebenswelten kennenlernen	Vokabeln der Grundformen und Grundformen	Vokabeln von den verschiedenen Essensgruppen erlernen

## K1 The Arts

When creating works of art, children in K1 show an understanding that they can express themselves through self expression: singing, art and design or creating props to support their play. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in the arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

When responding to works of art, learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

## **K1 Physical Education**

K1 children will engage in a variety of different physical activities. They will demonstrate an awareness of basic hygiene in their daily routines. They will identify some of the effects of different physical activity on the body. They will develop a range of fine and gross motor skills and explore creative movements in response to different stimuli. Learners will recognise that acting upon instructions and being aware of others helps to ensure safety.

The Physical Education strands are:

- Body control and spatial awareness
- Movement composition (gymnastics, dance)
- Games
- Adventure challenges
- Health-related activities

## **K1 Music**

Children will join together in musical activities, using their voices and simple instruments to develop concepts about sound and musical awareness. They will participate both individually and in groups in games, songs, and creative movement activities.

The Music strands are:

- Performing: singing
- Performing: playing instruments
- Creating and composing
- Notation
- Listening and appreciation

## **K1 Personal Social and Health Education**

PSHE is the responsibility of all teachers and is interwoven throughout the different curriculum areas as well as being taught in discreet PSHE lessons when appropriate. Our PSHE framework also encompasses the Zones of Regulation programme, which teaches self-regulation, and the Positive Discipline framework which supports the development of essential social skills. There are three PSHE strands:

- **Myself**  
Strand units: self identify; taking care of my body; growing and changing, safety and protection
- **Myself and others**  
Strand units: myself and my family; my friends and other people; relating to others; resolving conflict
- **Myself and the wider world**  
Strand units: developing citizenship; media education