



مدرستنا الثانوية الإنجليزية، الشارقة  
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH  
A GEMS SCHOOL

**GEMS**  
EDUCATION

# KINDERGARTEN CURRICULUM



## THE KINDERGARTEN CURRICULUM

The Kindergarten curriculum is based on specific learning goals and has been designed keeping in view the educational trends and the needs of the children. A five-unit thematic approach is implemented placing emphasis on holistic development and key skills. It is planned across different areas of learning, facilitating the children to develop at their own pace through differentiated and collaborative learning. Hence, efficiency through various methodologies of teaching – learning with different activities satisfies individual differences thereby contributing to the child's growth.

The children are exposed to a variety of exciting and hands-on activities which enables them to discover, learn and unleash their skills and interests. The integration of all the areas of learning provides ample opportunities for children to make connections between their experiences.

The curriculum is based on CBSE guidelines and is in line with the early learning goals that need to be attained by the end of Kindergarten. The assessment pattern has been adapted successfully to provide the necessary range and balance. A record of individual student progress and performance is maintained through an on-going system of spaced oral, written and hands-on activities. The curriculum framework gives a detailed view of the concepts that are being covered in all the seven areas of teaching:

- ❖ **Personal, Social and Emotional Development**
- ❖ **Literacy**
- ❖ **Numeracy**
- ❖ **EVS**
- ❖ **Physical Development**
- ❖ **Expressive Art and Design**
- ❖ **ICT**



*Areas like Personal & Social Development, Expressive Art & Design are integrated in the main areas like Literacy, Numeracy and EVS. The curriculum is provided through:*

- A well-planned and strategically organized classroom and outdoor environment.
- Clear explanation of tasks - how to do things.
- Effective systems for planning, assessing and recording children's progress.
- A clear statement of aims which are shared by all those involved in the child's education.
- Attention to the individual child's learning needs through differentiated activities.
- Regular monitoring and evaluating of the curriculum provision being offered to children
- Attention to the processes of a child's learning by encouraging them to observe, question, think and investigate.
- **Exploring Nature:** Activities like nature walk, Environment Day, Earth Day, etc. help develop their sense of responsibility the environment through acts of caring and nurturing the surroundings.
- **PE:** Enhances gross motor skills and knowledge of healthy living, children are taken through varied exercises/activities. These activities foster the development of attention skills, social skills and instill discipline.
- **Circle time:** Enriches listening skills, language skills and social skills. Students discuss their day to day activities and talk about topics that interest them.
- **Music and Movement:** Focusses on the rhythmic development of the children. Provides opportunity to engage in creative dance movements and singing, during music sessions, circle time, assemblies and special days.
- **Community Connections:** Interactions with the community is encouraged through different activities to instill in them the value of being responsible citizens.
- **Parental Involvement:** forms an integral part in a child's development, parent volunteers support in theme-based activities with their inputs and experiences.



- **Field Trips:** Children visit surrounding museums, parks, aquarium, etc. for excursions which help widen their knowledge of the environment, besides expanding observational skills and supporting learning
- **STEM inspired Activity Room:** Facilitates collaborative learning and creative thinking as children follow the process of scientific thinking (Empathize-Ideate-Design-Create) to express ideas/solutions.
- **Free Flow Area:** Provides an enriching learning environment for young children. It offers a wider learning experience at children's own pace encouraging them to use their imaginations. It allows children to move independently between environments and choosing the activity of their interest.
- **Technology integration:** Technology is integrated in the classroom through use of age appropriate apps that enhance student engagement and exhibit knowledge and understanding of concepts. It also provides opportunity to improve critical thinking and logical reasoning in students.
- **Reading Enrichment Program:** Children are exposed to a range of books in the classrooms. They are encouraged to engage in flipping through the pictures, breaking & blending to read, identifying the sight words, discuss the characters that fascinate them and share their thoughts with their friends and teachers during reading sessions in the classroom. 'Reading Eggs' online reading program enhances the ability of a child to read and makes learning to read interesting and engaging for children, with great online reading games and activities
- **Learning Centers:** The learning centers promote independence, help students exhibit responsibility and allows learning through self-discovery. It serves as a catalyst for developing concepts, fine motor skills, eye hand coordination, constructing language, and promoting social skills.
- **Theme based activities:** Children are given opportunity to explore a range of activities like simple crafts, music/rhymes, solving puzzles, role play, STEM challenges etc. Weekly assemblies also bring forward the learning of the children pertaining to the theme chosen.

### Thematic Units, Assessments and Reporting



A day in Kindergarten captures classroom moments right from receiving the children, the morning circle / activity tables, organizing the materials and classroom, preparedness activities, writing activities, breakfast, reading and writing preparedness: including children's language development characteristics, play area, learning centers in classrooms, free flow in the corridors, story activities, closing circle - to dispersal time. A variety of experiences are provided to adhere to all kinds of learners which also involves parents. Following practices support the learning journey through the academic year:

- **Thematic Units:** There are 5 'Thematic Units', each lasting for 6-8 weeks. The units comprise a group of correlated activities designed around topics or themes and provide one of the best vehicles for integrating content areas in a way that makes sense to children by helping them make connections of what is learnt and applying it in a meaningful way. Thematic units also address the diverse learning styles of the students we serve.
- **Scheme of Work:** Or the Annual Plan of Work provides an outline for teachers to plan their lessons that will be taught over the year.
- **Weekly / Daily break-up of syllabus:** A detailed weekly planner comprising syllabus to be completed each day of the week is maintained by the class teachers. This helps them in being organized and plan their lessons accordingly.
- **Lesson Plans:** Being methodical & followed uniformly, lesson plans aid improved execution of lessons with firm focus on objectives.
- **Theme based activities:** To facilitate hands-on learning, theme-based activities are followed with materials for use being provided as per the themes.



- **Monthly Newsletter:** A monthly newsletter is sent to parents at the end of each month with the activities and academic portions covered. It also displays photographs of students participating in different theme based and unit-based activities during the month.
- **Weekly Planner:** An end of the week report sent to parents keeps them informed of the curriculum covered through the week and the upcoming activities/academic portions for the next week.
- **Assessments:** Assessments are ongoing in this phase and are conducted for a small focused group as this facilitates proper observation and recording. Assessments track the progression of the students. The teachers record their observation in the individual progress record maintained for each child. Student portfolios are working documents which helps teachers to assess if the students have achieved the set targets.
- **Unit Report:** Each unit concludes with detailed report sent online to the parents giving them an idea about the progress of their ward with respect to the work done at school. The online report shall explain about the child's attainment in all areas of learning, comments on general progress including the characteristics of effective learning, child specific concise and informative comments. Targets met by the students are reflected as follows:
  - A – Substantially exceeds curriculum expectations
  - B – Exceeds curriculum expectations
  - C - In line with the expected levels of curriculum
  - D - Below the levels of curriculum expectations
- **Open House:** PTA conferences offers parents the opportunity to discuss the outcomes of the KG profile with their child's teacher. Meeting the teachers is a regular feature besides the special celebratory moments of interaction between the teachers and the parents. Over and above the scheduled Open House meetings, parents



are called for discussion on specific areas of development based on student progress. A record of such meetings is maintained, strategies to identify appropriate next steps for improvement are discussed and an Individual Learning Plan is prepared in conjunction with the parent.

### KG2

#### **1. Personal Social and Emotional Development is about giving children the opportunity to imagine the world as they fancy and express/share it with others.**

<b>The areas of learning development</b>	<b>KG2</b>	<b>Learning Outcome</b>
<b>Making Relationships</b>	Children will be able to <ul style="list-style-type: none"><li>★ Initiate conversation, attend to and take account of what others say</li><li>★ Explain own knowledge and understanding and ask appropriate questions of others.</li><li>★ Take steps to resolve conflicts with other children e.g. making a compromise</li><li>★ Share with others</li></ul>	Children will <ul style="list-style-type: none"><li>★ Play cooperatively, taking turns with others</li><li>★ Take account of one another's ideas about how to organize their activity</li><li>★ Show sensitivity to other's needs and feelings</li><li>★ Form positive relationships with adults and other children</li><li>★ Work amicably in a group</li></ul>
<b>Self-confidence and self-awareness</b>	Children will be able to <ul style="list-style-type: none"><li>★ Speak confidently to others about own needs, wants, interests and opinions</li></ul>	Children will <ul style="list-style-type: none"><li>★ display confidence to try new activities</li><li>★ say why they like some activities more than others</li></ul>



	<ul style="list-style-type: none"> <li>★ describe self in positive terms and talk about abilities</li> </ul>	<ul style="list-style-type: none"> <li>★ speak confidently in a familiar group, and talk about their ideas</li> <li>★ choose the resources they need for their chosen activities</li> <li>★ Say when they do or don't need help</li> </ul>
<b>Managing feelings and behaviour</b>	<p>Children will be able to</p> <ul style="list-style-type: none"> <li>★ Understand that own actions affect other people, for example become upset or try to comfort another child when they realize they have upset them.</li> <li>★ Identify boundaries set and of the behavioral expectations in the setting.</li> <li>★ negotiate and solve problems without aggression e.g. when someone has taken their toy</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>★ Talk about how they and others show feelings.</li> <li>★ Talk about their own and other's behavior and its consequences.</li> <li>★ Know that some behavior is unacceptable.</li> <li>★ Work as part of a group or class and understand or follow the rules.</li> <li>★ Adjust their behavior to different situations and take changes of routine in their stride</li> </ul>
<p><b>2. LITERACY: is about the exciting blend of phonics and the whole language approach. Children work and play with words and objects to develop and improve speaking and language skills. They listen to various sounds to enhance their listening skills. They engage in retelling of stories, picture –talk, discussions, pick and talk &amp; show and tell activities.</b></p>		
	<b>KG2</b>	<b>Learning Outcome</b>
	<p>Children will be able to</p> <ul style="list-style-type: none"> <li>★ Maintain attention, concentrate and listen attentively.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>★ Listen attentively in a range of situations.</li> </ul>





<b>Listening and attention</b>	<ul style="list-style-type: none"><li>★ Maintain a two-channel attention – can listen, comprehend and follow instructions.</li><li>★ Listen to a variety of sounds, songs and music.</li><li>★ Closed listening activities are introduced to develop listening skills and respond appropriately</li></ul>	<ul style="list-style-type: none"><li>★ Listen to stories accurately anticipating key events</li><li>★ Respond to what they hear with relevant comments, questions or actions.</li><li>★ Pay attention to what questions or actions are being done.</li><li>★ Pay attention to what others say and respond appropriately while engaged in another activity</li><li>★ Identify and respond to various sounds, stories, colors, pictures, sight words, songs and music</li><li>★ Repeat songs, poems and stories</li></ul>
<b>Understanding</b>	<p>Children will be able to</p> <ul style="list-style-type: none"><li>★ Respond to instructions involving a two-part sequence (listening &amp; comprehending)</li><li>★ Understand humor e.g. jokes</li><li>★ Follow a story without pictures or props</li><li>★ Listen and respond to ideas expressed by others in conversation or discussion.</li><li>★ Use sign language to communicate</li><li>★ Puzzles and Riddles to identify sight words</li></ul>	<p>Children will</p> <ul style="list-style-type: none"><li>★ Follow instructions involving several ideas or actions.</li><li>★ Answer ‘How’ and ‘Why’ questions about their experiences and in response to stories or events.</li><li>★ Students were challenged to answer critical thinking questions and develop their understanding.</li><li>★ Online secret code puzzles helped the students to enhance their vocabulary.</li></ul>



		<ul style="list-style-type: none"><li>★ Use signs to express words and phrases for communication</li><li>★ Solve the riddle and say the sight word</li></ul>
<b>Speaking</b>	<p>Children will be able to</p> <ul style="list-style-type: none"><li>★ Express themselves using simple sentences.</li><li>★ Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li><li>★ Respond to pictures, narration, stories, music, rhymes and poems</li><li>★ Use language to imagine and recreate roles and experiences in play situations.</li><li>★ Introduce a storyline or narrative into their play.</li><li>★ Pick and Talk - Speak on a given word/topic instantly.</li><li>★ Phrases</li><li>★ Retelling a story</li><li>★ Enacting a sequence of story with dialogues.</li><li>★ Speak about your favorite character.</li></ul>	<p>Children will</p> <ul style="list-style-type: none"><li>★ Express themselves effectively.</li><li>★ Show awareness of listener's needs</li><li>★ Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li><li>★ Make relevant comments, ask relevant questions and show appreciation.</li><li>★ Develop their own narratives and explanations by connecting ideas or events.</li><li>★ Use greetings and golden words.</li><li>★ Retell stories and events in the correct sequence.</li><li>★ Express about their interests with confidence before an audience.</li><li>★ Differentiate between phrase and a sentence and speak in a complete sentence</li></ul>



<p><b>Reading</b></p>	<p>Children will be able to</p> <ul style="list-style-type: none"><li>★ Continue a rhyming string.</li><li>★ Hear and say the initial, middle and final sounds in words.</li><li>★ Segment the sounds in simple words and blend them together and knows which letters represent some of them.</li><li>★ Link sounds to letters, naming and sounding the letters of the alphabet.</li><li>★ Begin to read words and simple sentences.</li><li>★ Use vocabulary and forms of speech that are increasingly influenced by their experiences of books</li><li>★ Enjoy an increasing range of books</li><li>★ Know that information can be retrieved from books and computers.</li><li>★ To recognize read and spell sight words easily.</li></ul>	<p>Children will</p> <ul style="list-style-type: none"><li>★ Read and understand simple sentences.</li><li>★ Recognize words with common spelling patterns.</li><li>★ Use phonic knowledge to decode regular words and read them aloud accurately.</li><li>★ Read some common irregular words.</li><li>★ They are able to distinguish between letters, words and sentences.</li><li>★ Frame simple sentences to describe situations and pictures.</li><li>★ Demonstrate understanding when talking with others about what they have read.</li><li>★ Enhance reading skills through online reading sheets, simple story books and develop fluency in reading and comprehending unfamiliar text.</li><li>★ Enjoy reading in different environments.</li></ul>
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		★ Demonstrate progress in reading skills from words to sentences and sentences to passages.
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## Writing

Children will be able to

- ★ Give meaning to marks they make, as they draw, write and paint.
- ★ Begin to break the flow of speech into words.
- ★ Continue a rhyming string.
- ★ Hear and say the initial sounds in words.
- ★ Segment the sounds in simple words and blend them together.
- ★ Link sounds to letters, naming and sounding the letters of the alphabet.
- ★ Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- ★ Attempt to write sentences in meaningful contexts.
- ★ Word building activity was introduced to enhance written vocabulary.
- ★ Sentence rephrases

Children will

- ★ Use their phonic knowledge to write words in ways which match their spoken sounds.
- ★ Write some irregular common words.
- ★ Write simple sentences which can be read by themselves and others.
- ★ Understand that some words are spelt correctly and others are phonetically plausible.
- ★ Form captions and simple sentences, sometimes using punctuation, to describe situations and pictures.
- ★ Better their writing skills through the spell check activity done weekly for sight words and CVC words and digraphs learnt.
- ★ Do comprehension passage earlier to understand and apply the knowledge to do Picture Composition.
- ★ Write different sentences for the same picture.



		<ul style="list-style-type: none"><li>★ arrange the words in the correct order and write meaningful sentences</li></ul>
<b>3. PHYSICAL DEVELOPMENT: is all about children being guided to develop coordination, team work, independence, confidence, fine motor skills, gross motor skills, coordination, agility, balance, body awareness, spatial awareness, manipulation and healthy living.</b>		
<b>Handling and Moving</b>	<p>Children will be able to</p> <ul style="list-style-type: none"><li>★ Experiment with different ways of moving.</li><li>★ Jump off an object and lands.</li><li>★ Negotiate space successfully when playing, racing and chasing games with other children.</li><li>★ Adjust speed or change direction to avoid obstacles.</li><li>★ Travel with confidence and skill around, under, over and through balancing and climbing equipment.</li><li>★ Show increasing control over an object in pushing, patting, throwing, catching or kicking.</li><li>★ Use simple tools to effect changes to materials.</li></ul>	<p>Children will</p> <ul style="list-style-type: none"><li>★ Show good control and coordination in large and small movements.</li><li>★ Move confidently in a range in a range of ways.</li><li>★ Safely negotiate space.</li><li>★ Handle equipment and tools effectively, including pencils for writing.</li></ul>



	<ul style="list-style-type: none"><li>★ Handle tools, objects, construction and malleable materials safely and with increased control.</li><li>★ Show a preference for a dominant hand.</li><li>★ Begin to use anticlockwise movement and retrace vertical lines.</li><li>★ Begin to form recognizable letters.</li><li>★ Use a pencil and holds it effectively.</li><li>★ Form recognizable letters, most of which are correctly formed.</li></ul>	
<b>Health and self -care</b>	<p>Children will be able to</p> <ul style="list-style-type: none"><li>★ Eat a healthy range of food stuff.</li><li>★ Understand the need for variety in food.</li><li>★ Usually dry and clean during the day.</li><li>★ Show some understanding that good practices like exercises, eating, sleeping and hygiene can contribute to good health.</li><li>★ Show understanding of the need for safety, when tackling new challenges and considers and manages some risks.</li><li>★ Show understanding of how to transport and store equipment safely.</li></ul>	<p>Children will</p> <ul style="list-style-type: none"><li>★ Know the importance for good health and physical exercises.</li><li>★ Understand about how a healthy diet is useful and ways to keep healthy and safe.</li><li>★ Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li></ul>



	★ Practice some appropriate safety measures without direct supervision.	
<b>4. NUMERACY: is all about children exploring numbers through hands-on activities which enable them to understand quantities and operations through counting games, sorting, grouping, 1:1 correspondence, estimating, sequencing, measuring, comparing, capacity, problem solving, patterns, shapes 2D &amp; 3D, time, adding &amp; subtracting/sum and difference, number lines, puzzles, challenges with shapes</b>		
	<b>KG2</b>	<b>Learning Outcome</b>
<b>Numbers</b>	<p>Students will be able to</p> <ul style="list-style-type: none"><li>★ Recognize random numbers, quantify and count up to 100 in sequence</li><li>★ Recognize some numerals of personal significance.</li><li>★ Identify and understand the concept of long/short, far/near, thick/thin, heavy/light, more /less.</li><li>★ Count numbers backwards in sequence</li><li>★ Count in sequence and identify the number before, after and between</li> <li>★ Skip count numbers by 2's (from any random number - till 50), 5's and 10's (till 100)</li><li>★ Compare numbers and identify the smallest and biggest number.</li></ul>	<p>Students will</p> <ul style="list-style-type: none"><li>★ Recognize, represent the number value and count in sequence - numbers from 1 to 100</li><li>★ Be able to compare objects using relative terms like long/short, far/near, thick/thin, heavy/light, more/less.</li><li>★ Be able to use the terms 'same as', 'more' or 'less' to identify smaller and greater numerals and use appropriate symbols for the same.</li><li>★ Spell the number names 'one to fifty', sixty, seventy, eighty, ninety and hundred.</li><li>★ Identify the place value of a given 2-digit number</li><li>★ Use place value to represent numbers. (abacus)</li></ul>





- ★ Uses appropriate language and symbols to compare two sets of objects / 2 numbers.
- ★ Spell the number names
- ★ Represent numbers in sets of Tens and Ones.(number value)
- ★ Represent the place value of numbers
- ★ Understand the place value of 2-digit numbers.
- ★ Identify positions of objects using ordinal numbers
- ★ Find the total number of items in 2 groups by counting all of them.
- ★ Determine the number that is one more than/two more than the given number.
- ★ Find the difference of two numbers (take away)
- ★ Find the number that is one less than/two less than the given number.
- ★ Begin to use the vocabulary involved in adding and subtracting in practical activities and discussion.
- ★ Identify own mathematical problems based on interests and fascinations.

- ★ Skip numbers by 2's, 5's and 10's and understand when it is appropriate to skip count.
- ★ Use ordinal numbers to define position of up to 10 objects in a sequence.
- ★ Count and determine the number that is one more or one less than a given number.
- ★ Use quantities and objects to add and subtract single digit numbers and count on or back to find the answer.
- ★ Create addition and subtraction sums through random selection of numbers. (1 digit)
- ★ Read and solve simple word problems



<p><b>Shape, space and measure</b></p>	<p>Students will be able to</p> <ul style="list-style-type: none"><li>★ Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes and mathematical terms to describe shapes.</li><li>★ Select a particular named shape.</li><li>★ Identify various secondary colours and associate them with objects around.</li><li>★ Identify patterns in a sequence.</li><li>★ Use concrete objects to measure length/height (non-standard measurement)</li><li>★ Order 2 or 3 items by length or height.</li><li>★ Use familiar objects and common shapes to create and recreate patterns and build models.</li><li>★ Use everyday language related to time.</li><li>★ Name the days of the week and months of the year and use it in day to day life.</li><li>★ Relate to calendar.</li><li>★ Begin to use everyday language related to money.</li></ul>	<p>Students will</p> <ul style="list-style-type: none"><li>★ Use everyday language to talk about size, weight, capacity, position, distance, time and money.</li><li>★ Learn to compare quantities and objects to solve problems.</li><li>★ Measure length /height using concrete objects</li><li>★ Recognize, create and describe patterns.</li><li>★ Explore characteristics of everyday objects, colours and shapes and use mathematical language to describe them.</li><li>★ Identify patterns in a sequence and reconstruct/ sequence simple patterns using shapes, colours, numbers and letters.</li><li>★ To identify and name the days of the week and the months of the year in sequence.</li><li>★ To identify the currency of UAE</li><li>★ To use the concept of addition and subtraction to find the billing amount and make real life connections</li></ul>
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	<ul style="list-style-type: none"><li>★ Understand the real-life applications of money through entrepreneur corner.</li><li>★ Order and sequences familiar events.</li><li>★ Begin to read time (O'clock)</li></ul>	
<p><b>5. EVS: is all about children demonstrating a keen interest in exploring and discovering the world around them. The curriculum provides stimuli from the immediate environment to allow observation, investigation, exploration, questioning, testing, analyzing, predicting, communicating and documentation of children's unique discoveries in many ways.</b></p>		
	<b>KG 2</b>	<b>Learning Outcome</b>
<b>People</b>	<p>Children will be able to</p> <ul style="list-style-type: none"><li>★ Describe their self and their favorites</li><li>★ Identify ways to maintain good personal hygiene.</li><li>★ Explore the 5 senses and discuss their importance</li></ul>	<p>Children will</p> <ul style="list-style-type: none"><li>★ Talk about themselves.</li><li>★ Illustrate about themselves, their likes and dislikes.</li><li>★ Talk about the ways to maintain good personal hygiene and depict it.</li><li>★ Understand the importance and use of the sense organs in day to day life.</li></ul>



	<ul style="list-style-type: none"><li>★ Identify what is it made up of?</li><li>★ Identifies safety at home and school</li><li>★ (School tour) Identify areas of their school and classroom.</li> <li>★ Identify different places in their neighbourhood and discuss the importance of people who help us.</li> <li>★ Identify and discuss the people, culture of the country UAE</li></ul>	<ul style="list-style-type: none"><li>★ Explore and identify different materials.</li><li>★ Discuss the importance and identify safety rules at home &amp; school.</li> <li>★ Know the areas of their school and classroom.</li> <li>★ Relate to different places in the neighbourhood and the community helpers.</li> <li>★ identify the seven emirates, the national symbols and the important landmarks of UAE.</li></ul>
<b>The World</b>	Children will be able to <ul style="list-style-type: none"><li>★ Question about why things happen and how they work.</li> <li>★ Discuss 'My place in the world' (Concentric circles activity)</li></ul>	Children will <ul style="list-style-type: none"><li>★ Know about similarities and differences in relation to places, objects, material and living things.</li> <li>★ To explore and create an image of their place in the world.</li></ul>



	<ul style="list-style-type: none"><li>★ Describe the features of the Earth and its importance.</li> <li>★ Weather and Seasons</li> <li>★ Compare and differentiate day and night</li> <li>★ Describe and compare the Sun and the Earth</li> <li>★ Celebrating world culture- USA.</li>  <li>★ Recap of pet animals</li><li>★ Identify and state few facts of farm animals.</li><li>★ Identify and state few facts of wild and desert animals.</li><li>★ Identify and state few facts of icy region and under water animals.</li></ul>	<ul style="list-style-type: none"><li>★ Describe and depict the features of the Earth and identify different ways to protect it.</li> <li>★ Identify and describe different weather and seasons.</li> <li>★ Identify and describe activities done during the day and night</li> <li>★ Talk about the surroundings, unique facts and features of the Earth and the Sun.</li><li>★ Talk about the facts of USA and compare it to UAE.</li>  <li>★ To identify the features of animals</li> <li>★ To identify the facts and habitat of the icy region animals and under water animals</li>  <li>★ To identify and name the birds and insects.</li></ul>
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	<ul style="list-style-type: none"><li>★ Identify and state few facts of birds and insects</li><li>★ Life cycle of a butterfly</li><li>★ Introduction to animals that are in danger.</li><li>★ Introduction to animals that once walked on the Earth.</li><li>★ World of Dinosaur.</li><li>★ Identify, name and state features and characteristics of animals in different habitat.</li> <li>★ Celebrating world culture- Australia</li> <li>★ Identify, name and state features of different means of transport. (air, water &amp; land)</li><li>★ Identify community helpers and professions related to their daily lives.</li> <li>★ Find out interesting facts and features of country- Japan</li></ul>	<ul style="list-style-type: none"><li>★ To identify different stages of butterfly growth</li><li>★ Name and state features and characteristics of animals living in different habitat.</li><li>★ To identify, name the animals and describe their features.</li><li>★ To create their own dinosaurs using recycle materials and talk about their creativity.</li> <li>★ To identify and name few facts of Australia and compare it with those of UAE.</li> <li>★ Identify, name and state features of different means of transport. (air, water &amp; land)</li><li>★ Know about the different community helpers in detail related to different transport.</li><li>★ To identify and name few facts of Japan and compare it with those of UAE.</li></ul>
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	<ul style="list-style-type: none"> <li>★ Observe the different stages of plant growth.</li> <li>★ Identify and describe types of plants, name their parts and its uses.</li> <li>★ Identify and describe different food groups.</li> <li>★ Importance of healthy eating.</li>   <li>★ Celebration of world cultures- Incredible India</li> </ul>	<ul style="list-style-type: none"> <li>★ Observe and label different stages of plant growth.</li> <li>★ Know the different stages of plant growth, name their parts and its uses.</li>   <li>★ Know different food groups.</li> </ul> <p>To identify the facts of India and compare them with those of UAE.</p>
<b>Technology</b>	<p>Children will be able to</p> <ul style="list-style-type: none"> <li>★ ICT - Use different age appropriate apps to enhance student interaction and engagement.</li> <li>★ Identify the use of technology for information and communication in real life.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>★ Recognize that a range of technology is used in places such as homes and schools.</li>   <li>★ Select and use technology for research.</li> </ul>
<p><b>6. EXPRESSIVE ART AND DESIGN: is all about the integral way children learn and how they document their inner worlds and outer experiences. It is connected to the child through elaborate assemblies, music sessions, action songs, colours and textures, forms of expression, media etc.</b></p>		
	<b>KG2</b>	<b>Learning Outcome</b>
<b>Exploring and using media and materials</b>	<p>Children will be able to</p> <ul style="list-style-type: none"> <li>★ Build a repertoire of songs and dances.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>★ Sing songs, make music and dance.</li> </ul>



	<ul style="list-style-type: none"><li>★ Explore the different sounds of instruments.</li><li>★ Explore what happens when they mix colours.</li></ul>	<ul style="list-style-type: none"><li>★ Use experimental ways to change the music and dance forms.</li><li>★ Explore and safely use a variety of materials, tools and techniques.</li><li>★ Experiment with colour, design, texture, form and function.</li></ul>
<b>Being Imaginative</b>	<p>Children will be able to</p> <ul style="list-style-type: none"><li>★ Create simple representations of events, people and objects</li><li>★ Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li><li>★ Choose particular colours to use for a purpose.</li><li>★ Introduce a storyline or narrative into their play.</li><li>★ Play alongside other children who are engaged in the same task.</li><li>★ Play cooperatively as part of a group to develop and act out a narrative.</li></ul> <ul style="list-style-type: none"><li>★ Puppet Making</li><li>★ Blob Painting, finger painting, palm printing, bud painting etc...</li><li>★ Origami</li><li>★ Free-Hand drawing</li></ul>	<p>Children will</p> <ul style="list-style-type: none"><li>★ use what they have learnt about media and materials in original ways</li><li>★ Think about uses and purposes.</li><li>★ Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li><li>★ use creativity and imaginative skills to make a welcome card.</li><li>• To put together cut outs to make a puppet</li><li>★ follow the steps and draw the figures.</li><li>★ enhance the picture through creativity and imaginative skills.</li></ul>





	<ul style="list-style-type: none"><li>★ Trash to treasure – Craft activities</li><li>★ Step by Step drawing</li><li>★ Illustrations</li><li>★ Shading Techniques</li></ul>	<ul style="list-style-type: none"><li>★ observe places in the neighborhood and the nature around and express it through drawing and coloring</li><li>★ create objects using paper folding activity</li><li>★ create images using paints with fork, vegetables, bud, leaf etc...</li><li>★ develop fine motor skills and eye hand coordination</li><li>★ use pencil/crayon shading technique within the outline of a picture to color it</li></ul>
<b>7. ICT: Technology Integration is all about children enhancing their learning through online tools. Digital skills allow students to find, use and create ideas in a productive and useful manner.</b>		
	<b>KG2</b>	<b>Learning Outcome</b>
<b>Technology Integration</b>	Children will be able to <ul style="list-style-type: none"><li>★ Use different age appropriate and user-friendly online apps to enhance student interaction and engagement.</li></ul>	Children will <ul style="list-style-type: none"><li>★ Enhance learning through technology.</li><li>★ Select and use technology to exhibit knowledge and understanding of concepts.</li></ul>



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