



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



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 Lab:** 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

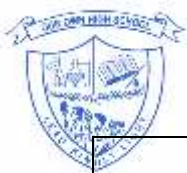


is maintained, strategies to identify appropriate next steps for improvement are discussed and an Individual Learning Plan is prepared in conjunction with the parent.

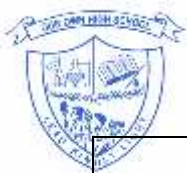
KG2

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.

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



		<ul style="list-style-type: none">★ choose the resources they need for their chosen activities★ Say when they do or don't need help
Managing feelings and behaviour	Children will be able to <ul style="list-style-type: none">★ Understand that own actions affect other people, for example become upset or try to comfort another child when they realize they have upset them.★ Identify boundaries set and of the behavioral expectations in the setting.★ negotiate and solve problems without aggression e.g. when someone has taken their toy	Children will <ul style="list-style-type: none">★ Talk about how they and others show feelings.★ Talk about their own and other's behavior and its consequences.★ Know that some behavior is unacceptable.★ Work as part of a group or class and understand or follow the rules.★ Adjust their behavior to different situations and take changes of routine in their stride
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 (JAM session) show and tell activities. Online Student Assessment Record to track student progress.		
	KG2	Learning Outcome
Listening and attention	Children will be able to <ul style="list-style-type: none">★ Maintain attention, concentrate and listen attentively.★ Maintain a two-channeled attention – can listen and follow instructions.	Children will <ul style="list-style-type: none">★ Listen attentively in a range of situations.★ Listen to stories accurately anticipating key events



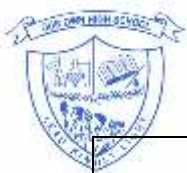
	<ul style="list-style-type: none">★ Listen to a variety of sounds, songs and music.★ Closed listening activities are introduced to develop listening skills and respond appropriately (Activity-Audio will be played and students will be able to answer the questions and sequence the sounds heard in the story)	<ul style="list-style-type: none">★ Respond to what they hear with relevant comments, questions or actions.★ Pay attention to what questions or actions are being done.★ Pay attention to what others say and respond appropriately while engaged in another activity★ Identify and respond to various sounds, stories, colors, pictures, sight words, songs and music★ Repeat songs, poems and stories
Understanding	<p>Children will be able to</p> <ul style="list-style-type: none">★ Respond to instructions involving a two-part sequence (listening & comprehending)★ Understand humor e.g. jokes★ Follow a story without pictures or props★ Listen and respond to ideas expressed by others in conversation or discussion.★ Coding was introduced to enhance problem solving and develop critical thinking skills.★ Animation is introduced to enhance creativity and thinking skills.	<p>Children will</p> <ul style="list-style-type: none">★ Follow instructions involving several ideas or actions.★ Answer 'How' and 'Why' questions about their experiences and in response to stories or events.★ Students were challenged to answer critical thinking questions and develop their understanding.★ Students decoded the secret messages★ They created a coded message using number codes and symbols.



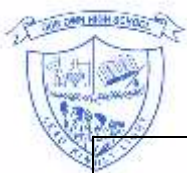
	<ul style="list-style-type: none">★ Use sign language to communicate★ Opposites through AR★ Puzzles and Riddles to identify sight words	<ul style="list-style-type: none">★ Online secret code puzzles helped the students to enhance their vocabulary.★ Create animated characters and backgrounds through an app★ Use signs to express words and phrases for communication★ enact and create opposites through AR video.★ Solve the riddle and say the sight word
Speaking	<p>Children will be able to</p> <ul style="list-style-type: none">★ Express themselves using simple sentences.★ Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.★ Respond to pictures, narration, stories, music, rhymes and poems★ Use language to imagine and recreate roles and experiences in play situations.★ Introduce a storyline or narrative into their play.★ Pick and Talk (JAM session) - Speak on a given word/topic instantly.	<p>Children will</p> <ul style="list-style-type: none">★ Express themselves effectively.★ Show awareness of listener's needs★ Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.★ Make relevant comments, ask relevant questions and show appreciation.★ Develop their own narratives and explanations by connecting ideas or events.★ Use greetings and golden words.



	<ul style="list-style-type: none">★ Animation is introduced to enhance creativity and speaking skills .★ Phrases★ Disney carnival★ Retelling a story★ Enacting a sequence of story with dialogues.★ Speak about your favorite character.	<ul style="list-style-type: none">★ Retell stories and events in the correct sequence.★ Express about their interests with confidence before an audience.★ Narrate stories for the animated characters★ Differentiate between phrase and a sentence and speak in a complete sentence★ Describe the special qualities of Disney characters.
Reading	<p>Children will be able to</p> <ul style="list-style-type: none">★ Continue a rhyming string.★ Hear and say the initial, middle and final sounds in words.★ Segment the sounds in simple words and blend them together and knows which letters represent some of them.★ Link sounds to letters, naming and sounding the letters of the alphabet.★ Begin to read words and simple sentences.★ Use vocabulary and forms of speech that are increasingly influenced by their experiences of books	<p>Children will</p> <ul style="list-style-type: none">★ Read and understand simple sentences.★ Recognize words with common spelling patterns.★ Use phonic knowledge to decode regular words and read them aloud accurately.★ Read some common irregular words.★ They are able to distinguish between letters, words and sentences.



	<ul style="list-style-type: none">★ Enjoy an increasing range of books★ Know that information can be retrieved from books and computers.★ To recognize read and spell sight words easily. Different methods were introduced e.g. see and say, arm tapping, air writing, table writing.★ “Read with ease”- Level wise online reading sheets are provided to students to enhance the reading skills and help the students read fluently.★ Reading fest★ Vocab jar★ Reading album★ My Reading Journal	<ul style="list-style-type: none">★ Frame simple sentences to describe situations and pictures.★ Demonstrate understanding when talking with others about what they have read.★ Enhance reading skills through online reading sheets, simple story books and develop fluency in reading and comprehending unfamiliar text.★ Every child carried the sight word sheet for regular reading.★ Read to the peers of KG1★ Identify a new word, explain the meaning and use it in a sentence.★ Enjoy reading in different environments.★ Demonstrate progress in reading skills from words to sentences and sentences to passages.
Writing	<p>Children will be able to</p> <ul style="list-style-type: none">★ 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.	<p>Children will</p> <ul style="list-style-type: none">★ 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.



- ★ 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.
- ★ Phrases and sentence stretch were introduced.
- ★ Word building activity was introduced to enhance written vocabulary.
- ★ Sentence rephrases
- ★ Jumbled sentences

- ★ 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.
- ★ arrange the words in the correct order and write meaningful sentences

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.

Children will be able to

Children will



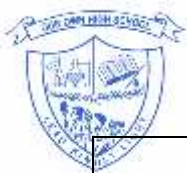
Handling and Moving

- ★ Experiment with different ways of moving.
- ★ Jump off an object and lands.
- ★ Negotiate space successfully when playing, racing and chasing games with other children.
- ★ Adjust speed or change direction to avoid obstacles.
- ★ Travel with confidence and skill around, under, over and through balancing and climbing equipment.
- ★ Show increasing control over an object in pushing, patting, throwing, catching or kicking.
- ★ Use simple tools to effect changes to materials.
- ★ Handle tools, objects, construction and malleable materials safely and with increased control.
- ★ Show a preference for a dominant hand.
- ★ Begin to use anticlockwise movement and retrace vertical lines.
- ★ Begin to form recognizable letters.
- ★ Use a pencil and holds it effectively.
- ★ Form recognizable letters, most of which are correctly formed.

- ★ Show good control and coordination in large and small movements.
- ★ Move confidently in a range in a range of ways.
- ★ Safely negotiate space.
- ★ Handle equipment and tools effectively, including pencils for writing.

Children will be able to

Children will



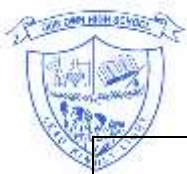
Health and self -care	<ul style="list-style-type: none">★ Eat a healthy range of food stuff.★ Understand the need for variety in food.★ Usually dry and clean during the day.★ Show some understanding that good practices like exercises, eating, sleeping and hygiene can contribute to good health.★ Show understanding of the need for safety, when tackling new challenges and considers and manages some risks.★ Show understanding of how to transport and store equipment safely.★ Practice some appropriate safety measures without direct supervision.	<ul style="list-style-type: none">★ Know the importance for good health and physical exercises.★ Understand about how a healthy diet is useful and ways to keep healthy and safe.★ Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
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 & 3D, time, adding & subtracting/sum and difference, number lines, puzzles, challenges with shapes		
	KG2	Learning Outcome
Numbers	Students will be able to <ul style="list-style-type: none">★ Recognize random numbers, quantify and count up to 100 in sequence★ Recognize some numerals of personal significance.	Students will <ul style="list-style-type: none">★ Recognize, represent the number value and count in sequence - numbers from 1 to 100★ Be able to compare objects using relative terms like long/short,



- ★ Identify and understand the concept of long/short, far/near, thick/thin, heavy/light, more /less.
- ★ Count numbers backwards in sequence
- ★ Count in sequence and identify the number before, after and between

- ★ Skip count numbers by 2's (from any random number - till 50), 5's and 10's (till 100)
- ★ Compare numbers and identify the smallest and biggest number.
- ★ 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.

- far/near, thick/thin, heavy/light, more/less.
- ★ Be able to use the terms 'same as', 'more' or 'less' to identify smaller and greater numerals and use appropriate symbols for the same.
 - ★ Spell the number names 'one to fifty', sixty, seventy, eighty, ninety and hundred.
 - ★ Identify the place value of a given 2-digit number
 - ★ Use place value to represent numbers. (abacus)
 - ★ 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)



	<ul style="list-style-type: none">★ 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.	<ul style="list-style-type: none">★ Read and solve simple word problems
Shape, space and measure	<p>Students will be able to</p> <ul style="list-style-type: none">★ Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes.★ Select a particular named shape.★ Identify various secondary colours and associate them with objects around.★ Identify patterns in a sequence.★ Use concrete objects to measure length/height (non-standard measurement)★ Order 2 or 3 items by length or height.★ Use familiar objects and common shapes to create and recreate patterns and build models.	<p>Students will</p> <ul style="list-style-type: none">★ Use everyday language to talk about size, weight, capacity, position, distance, time and money.★ Learn to compare quantities and objects to solve problems.★ Measure length /height using concrete objects★ Recognize, create and describe patterns.★ Explore characteristics of everyday objects, colours and shapes and use mathematical language to describe them.★ Identify patterns in a sequence and reconstruct/ sequence simple patterns using shapes, colours, numbers and letters.



	<ul style="list-style-type: none">★ Use everyday language related to time.★ Name the days of the week and months of the year and use it in day to day life.★ Relate to calendar.★ Begin to use everyday language related to money.★ Understand the real-life applications of money through entrepreneur corner.★ Order and sequences familiar events.★ Begin to read time (O'clock)★ Plots and Dots	<ul style="list-style-type: none">★ To identify and name the days of the week and the months of the year in sequence.★ To identify the currency of UAE★ To use the concept of addition and subtraction to find the billing amount and make real life connections★ To be able to count and represent numbers using pictures.
<p>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.</p>		
	KG 2	Learning Outcome
People	<p>Children will be able to</p> <ul style="list-style-type: none">★ Talk about their own self.★ Talk about the parts of the body, sense organs and their uses.	<p>Children will</p> <ul style="list-style-type: none">★ Talk about themselves.★ Identify the parts of the body, sense organs and their uses.



- ★ Identify ways to maintain good personal hygiene.
- ★ Talk about members of the immediate and extended family and their roles.
- ★ Find out about past and present events in their own lives and in those of their families and other people they know (community helpers).
- ★ Get to know me- activity

- ★ Texture Touch Activity

- ★ Begin to know about their own cultures and that of the people of UAE.
- ★ Me and My UAE- Brochure activity

- ★ Identify areas of their school and classroom.
- ★ Identify heads of the school.
- ★ Ways to stay safe at school.

- ★ Emphasis to be given on safety rules to be followed in each topic.

- ★ Mapping Activity

- ★ Talk about the ways to maintain good personal hygiene.
- ★ To explain the importance of a family and extended family.
- ★ To describe the roles played by each member of the family.
- ★
- ★ Illustrate about themselves, their likes and dislikes.
- ★ Experience different textures.

- ★ Know about similarities and differences between themselves and others and among families in their home country and in UAE.
- ★ To identify seven emirates and their important landmarks.

- ★ Know the areas of their school and classroom.

- ★ Recognize heads of the school.
- ★ Identifies ways to stay safe at school.

- ★ Observe and Illustrate their neighbourhood with the help of the keys provided.



<p>The World</p>	<p>Children will be able to</p> <ul style="list-style-type: none">★ Question about why things happen and how they work.★ My place in the world- Concentric circles activity.★ Find about their environment and talk about the features they like and dislike.★ Observe, find out about and identify the features in the place they live and shows care and concern for living things and the environment.★ Awareness of natural environment (activities done during day & night time, weather and seasons)★★ Solar system (Planets, Sun, Moon and stars)★ Immediate surroundings – mountains, sea, beach and desert, forest and ways to protect them.★ Find out interesting facts and features of countries like USA.	<p>Children will</p> <ul style="list-style-type: none">★ Know about similarities and differences in relation to places, objects, material and living things.★ To explore and create an image of their place in the world.★ Talk about the features of their own immediate environment.★ Different weather and seasons. (Objects- food, clothes & activities related to weather and seasons)★ Understand how environments might vary from one another. ★ Talk about facts and features of some planets in the solar system.★ Talk about the surroundings, unique facts and features of the earth.★ Talk about the facts of different countries and compared it to UAE.
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- ★ Compare the features of different countries with UAE.

- ★ Recap of Animals (Pet and Wild)
- ★ Facts about animals
- ★ Introduction to Icy region animals, under water animals,
- ★ Introduction to birds and Insects
- ★ Life cycle of a butterfly
- ★ Introduction to animals that are in danger.
- ★ Introduction to animals that once walked on the Earth.
- ★ World of Dinosaur.
- ★ Find out interesting facts and features of country- Australia

- ★ Observe the different stages of plant growth.
- ★ Identify and describe types of plants, name their parts and its uses.
- ★ Identify and describe different food types.

- ★ To identify the features of animals
- ★ To identify the facts and habitat of the icy region animals and under water animals
- ★ To identify and name the birds and insects.
- ★ To identify different stages of butterfly growth
- ★ To identify and name few facts of Australia and compare it with those of UAE.

- ★ Observe and label different stages of plant growth.
- ★ Know the different stages of plant growth, name their parts and its uses.

- ★ Know different food group types.



- ★ Importance of healthy eating.
- ★ Importance of water.
- ★ Introduction to the country India and comparing to UAE.

- ★ Identify, name and state features of different means of transport.
- ★ Innovations in transport compared to those of the past and that expected in the future.
- ★ Identify community helpers and professions related to their daily lives.
- ★ Learn about the future professions and their contribution towards the society.
- ★ Find out interesting facts and features of country- Japan

- ★ Print Awareness Activity- Road signs

- ★ Identify, name and state features and characteristics of animals in different habitat.
- ★ Animal Parade

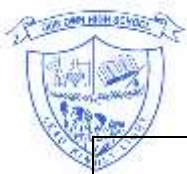
To identify the facts of India and compare them with those of UAE.

- ★ Talk about the invention and their importance of invention to the world.
- ★ Know about the different community helpers in detail related to different transport.

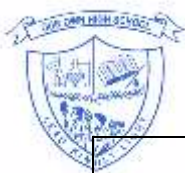
- ★ Know more about the future professions and how they will replace human labor.

- ★ To identify different road signs and associate them with their daily life experiences.

- ★ Name and state features and characteristics of animals living in different habitat.
- ★ To identify, name the animals and describe their features.



	<ul style="list-style-type: none">★ World of Dinosaurs activity.★ Experiments and experiences through activity<ul style="list-style-type: none">▪ Pepper germ▪ Water absorption▪ Soluble and insoluble▪ Sink and float▪ Jelly fish▪ Bird Feeder▪ Dino Fun▪ Augmented reality▪ Pot to plate▪ Erupting volcano▪ Bon Appetite▪ Sprout house▪ Magnets▪ Expiry dates▪ Souq Day <p>World Cultures</p>	<ul style="list-style-type: none">★ To create their own dinosaurs using recycle materials and talk about their creativity.
Technology	<p>Children will be able to</p> <ul style="list-style-type: none">★ ICT - Use different age appropriate apps (Near pod, Quizizz, Pear Deck and Microsoft Forms) to enhance student interaction and engagement.	<p>Children will</p> <ul style="list-style-type: none">★ Recognize that a range of technology is used in places such as homes and schools.



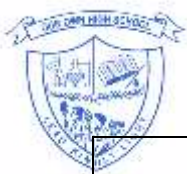
	<ul style="list-style-type: none">★ Identify the use of technology for information and communication in real life.	<ul style="list-style-type: none">★ Select and use technology for particular purposes.
6. EXPRESSIVE ART AND DESIGN: is all about the integral way children learn and how they document their 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.		
	KG2	Learning Outcome
Exploring and using media and materials	<p>Children will be able to</p> <ul style="list-style-type: none">★ Build a repertoire of songs and dances.★ Explore the different sounds of instruments.★ Explore what happens when they mix colours.	<p>Children will</p> <ul style="list-style-type: none">★ Sing songs, make music and dance.★ Use experimental ways to change the music and dance forms.★ Explore and safely use a variety of materials, tools and techniques.★ Experiment with colour, design, texture, form and function.
Being Imaginative	<p>Children will be able to</p> <ul style="list-style-type: none">★ Create simple representations of events, people and objects★ Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.★ Choose particular colours to use for a purpose.★ Introduce a storyline or narrative into their play.	<p>Children will</p> <ul style="list-style-type: none">★ use what they have learnt about media and materials in original ways★ Think about uses and purposes.★ Represent their own ideas, thoughts and feelings through



	<ul style="list-style-type: none">★ Play alongside other children who are engaged in the same task.★ Play cooperatively as part of a group to develop and act out a narrative. ★ Make Welcome card ★ Using paper cut outs to make a puppet – girl ★ Sketch or Draw step by step-<ul style="list-style-type: none">▪ Stick Figures in action▪ Number Fun▪ My Neighborhood▪ Images with different shapes▪ Cat and Dog▪ Wild Animals▪ Insects▪ Water Animals▪ Car and Bus▪ Favourite Transport▪ Nature Walk▪ Lotus▪ Free hand drawing ★ Family photo in a frame★ Eid Card	<p>design and technology, art, music, dance, role play and stories.</p> <ul style="list-style-type: none">★ use creativity and imaginative skills to make a welcome card. ★ To put together cut outs to make a puppet ★ follow the steps and draw the figures.★ enhance the picture through creativity and imaginative skills.★ observe places in the neighborhood and the nature around and express it through drawing and coloring
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	<ul style="list-style-type: none">★ Origami- House, Tent, Tulip flower and Butterfly, Bird, Fish, Boat, Tree ★ Candle Art ★ Paint-<ul style="list-style-type: none">▪ Blob Painting▪ Bud Painting▪ Palm Printing▪ Fork Painting▪ Vegetable Printing▪ Leaf Painting▪ Finger Printing▪ Tooth Brush Painting▪ Tissue Roll Painting▪ Crumpled Paper Painting ★ Twine Magic ★ Patterns ★ Craft works-<ul style="list-style-type: none">▪ Life cycle of a Butterfly▪ Making of a Panda and Bear▪ Hanging – Australia	<ul style="list-style-type: none">★ drawing of stick figures in actions using imaginative skills.★ create objects like house, flower, tree etc. using paper folding activity ★ create images using paints with fork, vegetables , bud, finger, leaf, palm, tooth brush and crumpled newspaper ★ Create images using paints and twine or thread.★ use variety of colors and draw different patterns of their choice to complete the picture★ develop fine motor skills and eye hand coordination
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	<ul style="list-style-type: none">▪ Making of a Water melon▪ Making of a Hat▪ Tissue Roll Rocket▪ Animal Mask- Domestic and Wild▪ Water animals hanging▪ Making of a Car and a Plane▪ Making of a doll using recyclable materials <p>★ Shade Art</p> <p>★ Warli Art-</p>	<ul style="list-style-type: none">★ making a Panda, Christmas tree, hat, water melon, car, masks using a paper plate and glass/cup and decorating it as per their imagination★ enhance creativity and use imagination to make a doll from recyclable materials and add details to it★ use pencil/crayon shading technique within the outline of a picture to color it★ create figures using lines and shapes
<p>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. Adapting to new technologies and comprehending the basics of coding and animation supports ‘digital literacy’ in students.</p>		
	KG2	Learning Outcome
Technology Integration	Children will be able to <ul style="list-style-type: none">★ Use different age appropriate and user-friendly online apps (Mentimeter, WordWall, Padlet,	Children will <ul style="list-style-type: none">★ Enhance learning through technology.



	<p>Class Kick, NearPod, Quizizz, Class Dojo, Live worksheets) to enhance student interaction and engagement.</p> <ul style="list-style-type: none">★ Identify the use of technology for information retrieval and communication in real life.	<ul style="list-style-type: none">★ Select and use technology to exhibit knowledge and understanding of concepts.
Coding/Animation	<p>Children will be able to</p> <ul style="list-style-type: none">★ Comprehend and follow logical steps to sequence actions★ Express ideas through simple coding apps. (Scratch Jr., Daisy The Dinosaur, abcya.com)	<p>Children will</p> <ul style="list-style-type: none">★ Create and depict simple stories through coding and animation.