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تقويم منهج مادة الرياضيات لرياض الأطفال (Aero CC standards)

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مقدمة

تكتسب عملية التقييم أهمية كبيرة في الميدان التربوي فهو أساس النظام التعليمي حيث يتوقف تحديد مدى نجاح أو فشل النظام التعليمي عليه. وللتقييم التربوي مكانه كبيرة جدية بالدراسة والبحث والتحليل التربوي ومن خلاله يتم تحديد نقاط القوة والضعف والصعوبات التي تحول دون تحقيق أهداف العملية التربوية بهدف تحسين المناهج . ذكر كلاً من سرحان (1998م، ص116)، الخليفة (2010، ص272)، هاشم والخليفة (2011م، ص193)، والقضاة وآخرون (2014م، ص251) أن أهمية تقييم المنهج تكمن في التالي :

- 1- مواكبة التقدم التقني والتطور المعرفي التي تسهم في تطوير المناهج بشكل مستمر .
- 2- تحديد نقاط القوة والضعف في المنهج فهذا يساعد على الاستمرار بالمنهج أو إلغائه .
- 3- استجابة لنتائج البحوث الميدانية المستمرة بهدف تحليل المناهج بهدف تطويرها وتقويمها .
- 4- تقويم مخرجات التعليم من خلال تقييم المناهج بسبب طلب المجتمع على التعليم .

تعريف (مفهوم) تقييم المنهج :

تقويم المنهج الدراسي يعني إصدار أحكام وقرارات تقييمية على كافة عناصر المنهج الدراسي وهي: أهدافه، محتواه، طرق التعليم والتعلم المستخدمة في تنفيذه، الأنشطة البرمجية والمواد والأجهزة التعليمية (الكتب، الأدلة التدريسية، البرمجيات التعليمية، أساليب التقييم وأدواته، بيئة المنهج). (زيتون , 2007)

وعرفه رسلان (2008) بأنه “العملية التي يتم بواسطتها إصدار حكم معين على مدى وصول العملية التربوية إلى أهدافها، ومدى تحقيقها لأغراضها، والكشف عن نواحي النقص فيها في أثناء سيرها، واقتراح الوسائل المناسبة لتلافي هذا النقص”.

بينما عرف محمود (2002، ص 42) تقييم المنهاج :

قياس فاعلية في ضوء أهدافه لمراجعة نظام المنهج وتشخيص ما يحتاج إليه المنهج من عمليات تنقيح أو تحسين أو تطوير أو مراجعة لأحد عناصر المنهج.

كما يمكن تعريف تقييم المنهج أيضاً :

بأنه جمع البيانات وتحليلها وتفسيرها، ومعرفة جوانب الضعف وتصحيحها، وجوانب القوة وتعزيزها، وإصدار الأحكام واتخاذ القرارات في ضوء الأهداف. عند تقييم المنهاج لا بد من مراعاة مجموعة من الأسس والخطوات الفاعلة في عملية التقييم، حتى يكون المنهاج على أفضل صورة، يلبي حاجات المجتمع وتطلعاته نحو التقدم.

أنواع تقويم المنهج:

يرى كثير من الباحثين بأنه يوجد أنواع متباينة من التقويم، فهناك عدة تصنيفات لتقويم المنهج:

التقويم وفق إجراءاته:

- التقويم التمهيدي
- التقويم البنائي
- التقويم النهائي

التقويم وفق شموليته:

-التقويم الكلي

التقويم وفق الشكلية المنهجية:

- التقويم الرسمي (المنهجي)
- التقويم غير الرسمي (غير المنهجي)

التقويم وفق المعلومات والبيانات:

- التقويم الكمي
- التقويم النوعي

التقويم وفق القائمين به نجد نوعين منه هما:

- التقويم الداخلي
- التقويم الخارجي

التقويم وفق الموقف من الأهداف:

- تقويم معتمد على الأهداف
- تقويم غير معتمد على الأهداف (الجعفري، 2009)

طرق جمع البيانات ووقت تجميع البيانات

يعرف التقويم الصفي بأنه: “عملية منهجية منظمة تتطلب من المعلم أن تكون لديه مهارات ومعارف متنوعة، تمكنه من القيام بالمهام الفنية المتعلقة بالتقويم، وذلك بهدف تحقيق أغراض معينة” (علام، 2013، ص53). أي عملية جمع المعلومات باستخدام أدوات وأساليب مناسبة، وتستخدم أدوات التقييم وأساليبه بطرق متنوعة من أجل القيام بأنشطة تشخيصية شاملة.

التقويم الصفي يقدم العديد من الفوائد سواء للمنهج وللمعلمين والطلاب كما وردت في دراسات سابقة مثل: Tuby (2003)، فيشر وفري (2015)، Acar-Erdol and Yildizli (2018) وGoldstein (2007) ويمكن إيجازها فيما يلي:

- 1 - تنمية مقومات الشخصية لدى الطلاب، وذلك من خلال تطوير مهاراتهم الحياتية وتنمية مهارات التفكير العليا لديهم.
 - 2 - صنع قرارات تتعلق بتحسين استراتيجيات التدريس وإجراء تعديلات الضرورية على المنهج.
 - 3 - التركيز على نتائج عملية التعلم، وبالتالي تعزيز قدرة الطالب على التقويم الذاتي.
 - 4 - التقويم الصفي الواقعي يعطي مؤشرات قوية على مدى تحقيق المتعلمين لأهداف ونتائج التعلم من خلال تقديم التغذية الراجعة المستمرة، وتأهيل المتعلم لمواجهة الحياة العملية.
- والتقييم بشكل عام يشير إلى جميع الأنشطة التي يستخدمها المعلم لمساعدة الطلاب على التعلم وقياس تقدم جميع الطلاب يمكن تقسيم التقويم من أجل التسهيل والراحة باستخدام التصنيفات التالية:

- مقاييس التقدير
 - المقابلات
 - الملاحظات
 - الاختبارات الرسمية وغير الرسمية
- يجب على المعلم ان يقوم بوضع معايير وتحديد الهدف من جمع البيانات لتحديد الأداء المناسبة لجمع البيانات اللازمة وذلك عن طريق عدة أساليب متنوعة مناسبة للمرحلة العمرية، ففي منهج رياض الأطفال لمادة الرياضيات تستخدم الأدوات التالية:

- قوائم ملاحظة (ملحق 1).
- ملف الإنجاز (ملحق 2).
- قائمة التقييم
- سلالم التقدير (الروبوك) (ملحق 3).

حيث يتم استخدام هذه الأساليب بأوقات مختلفة خلال العام الدراسي حسب الهدف المراد قياسه:

- مقابلة (سلم التقدير – الملاحظة) (قبل القبول في الروضة)
- اختبار تحديد مستوى (بداية السنة) (اختبار)
- قوائم الملاحظة اليومية (بشكل اسبوعي)
- ملف الإنجاز الطالب (نهاية الاسبوع)
- نهاية الفصل الدراسي/ العام (شهادة دراسية وسلم التقدير (روبريك))
- اختبار MAP – MATH للروضة الثانية (بشكل دوري في كل فصل دراسي)

أنواع التحليلات

توجد أربع أنواع من التحليلات:

- 1 - التحليلات الوصفية.
- 2 - التحليلات التشخيصية.
- 3 - تحليلات تنبؤية.
- 4 - تحليلات توجيهية.

ويتم استخدام التحليل الوصفي في منهج الرياضيات لرياض الأطفال من خلال قيام المعلمين بتحليل البيانات وفهم ما يحدث في ببنية البيانات، حيث يتميز هذا النوع من البيانات بالتمثيل المرئي للبيانات، مثل المخططات الدائرية أو المخططات الشريطية أو المخططات الخطية أو الجداول أو الرسومات الوصفية السردية، استخدام البرامج الإلكترونية لتسهيل عملية التحليل.

مثل:

- برنامج اكسل
- موقع Ready 4 learning
- ملف الإنجاز
- Map test تحليل

FIG (1)

esis #	Name	Fall RIT
927088	Abdulla Hadeef Humaid Balabda Alshamsi	125
1015613	AMNA MANSOUR SAEED MUBARAK ALNASRI	129
1077451	DANA SAIF SAEED OBAID	111
1047477	FATIMA MANSOUR ALI NASSER AL MAHYA	147
1018598	HADEF ALI RASHED OBAID ALNEYADI	144
940408	HAJER HASAN YOUSEF AHMED ALOBEIDLI	122
1075797	HAMAD MOHAMMED ABDULLA SALEM	137
1017720	HAMDAN HAMAD MOHAMMED SARHAN ALMEQBAALI	145
1015387	MAHRA AHMED BADER OBAID ALSHAMSII	133
1054204	MARWAN MOHAMMED KHAMIS KHARBOUSH ALMANSOUR	130
1020388	MOHAMMED ABDULLA MOHAMMED ALI ALMEQBAALI	124
969556	Mohammed Mansour Obaid Mohammed Alkaabi	137
1035296	Mouza Khaled Alayan Hamdan Alshamsi	125
1018628	Nasser Mohammed Juma Obaid Al Naimi	127
1033451	NAWARA MANEA HUSAIN ABDULLA ALNAQEEB	129
1159109	Omer Saif Jawaan Obaid Almansoori	107
1058022	Rawan Mubarak Bakheet Ali Alkarbi	124
1016414	Rawdha Hassan Murad Abdullah Al Balushi	126
1075798	REEM MOHAMMED ABDULLA SALEM ALAMERI	129
1047481	SAEED MOHAMMED JENAID SAEED ALAMERI	120
980358	Saif Fayez Hamad Mohammed Almemari	132
981388	SHAIKHA AHMED ALI SAEED ALSHAMSII	132
981430	SHAMMA HADI ALI JABER AL AHBABI	120
1015659	Theyab Saeed Alasri Obaid Alkalbani	134
1025258	TURKE SAEED MATAR HELAL ALDEREI	126

MATHEMATICS - Fall Standard Deviation Range														
	4+ BELOW	3 LEVELS BELOW	2 LEVELS BELOW	1 LEVEL BELOW (SD)	1 LEVEL BELOW	AT (SD)	AT	1 LEVEL ABOVE	2 LEVELS ABOVE					
25					11	44.00%	11	44.00%	3	12.00%	0	0.00%	0	0.00%

(FIG 2)

من خلال تحليل اختبار MAP، والاطلاع على الشكل السابق (fig1-fig2) تم تحليل البيانات كالتالي: (ملحق 4)

- عدد الطلاب المختبرين 25 طالب من أصل 28 طالب.
- حصل عدد (11) طلاب على دون المستوى المطلوب بنسبة (44.00%).
- حصل عدد (11) طلاب على المستوى المطلوب بنسبة (44.00 %).
- حصل عدد (3) طلاب أعلى من المستوى المطلوب بنسبة (12%).
- حصل عدد (0) طلاب على المستوى المتميز بنسبة (0.00%).

نلاحظ أنه 60% من الطلاب يعملون بمستويين دون مستوى الصف المطلوب.

28% من الطلاب يعملون بمستوى واحد دون مستوى الصف المطلوب.

يواجه الطلاب صعوبة في العمليات الحسابية والتفكير الجبري بالإضافة إلى القياس والهندسة.

ويعود السبب في ذلك الى ان المعلم لم يبدأ العمل على الجمع والطرح بعد. فيواجه الطلاب صعوبة في فهم تعليمات اختبار MAP واتباعها. يحتوي الاختبار على نهج متعدد الأسئلة وورقة العمل، والطلاب غير معتادون على ذلك، كانت بعض الأسئلة متقدمة جدًا بالنسبة للطلاب، مثل وقت القراءة وإضافة وطرح رقمين.

المشكلة التي نوجهها الان هي انه 25 / 22 طالبًا يعملون دون مستوى الصف الدراسي. ولكن الأمر الجيد أننا

نقوم بتطبيق معايير AERO هذا العام حيث إنه يتماشى مع محتوى اختبار MAP.

❖ الخطة المستقبلية للطلاب دون المستوى بدرجتين هي:

- يقوم بجمع رقمين او مجموعتين إلى رقم 5
- يقارن مجموعات من الكائنات باستخدام المصطلح "أكثر"، "أقل"، "معظم"، "نفس"
- يمثل مجموعة معينة من العناصر كرقم ضمن 20/10
- يقرأ ويكتب الأعداد الصحيحة ضمن 20/10
- القياس: يقارن الطول والحجم والوزن للجسم.
- البيانات: مقارنة القيم الموجودة في الرسم التخطيطي باستخدام مقياس وحدة واحدة
- الهندسة: تطابق أسماء الأشكال مع الأشكال المعطاة ثنائية الأبعاد

- ❖ الخطة المستقبلية للطلاب دون المستوى بدرجة واحدة هي:
- تعليمات متباينة، دعم إضافي أثناء الدروس. باستخدام Exact Path في الفصل.
- مجموعات التدخل مرتين في الأسبوع.
- تجمع الأعداد الصحيحة بمجموع ضمن 10، بتنسيق أفقي يقارن مجموعات من الكائنات باستخدام المصطلح "أكثر"، "أقل"، "معظم"، "نفس" يتعرف على الرقم ضمن 100 عند القراءة بصوت عالٍ يقرأ ويكتب الأعداد الصحيحة في حدود 20 يقارن وزن الأشياء يمثل البيانات في الصور التوضيحية بمقاييس أحادية الوحدة تطابق أسماء الأشكال مع الأشكال المعطاة ثلاثية الأبعاد

- ❖ الخطة المستقبلية للطلاب المستوى المطلوب هي:
- تعليمات متباينة وتحدي وتوسيع نطاقها. باستخدام Exact Path في الفصل.
- مجموعات التدخل مرتين في الأسبوع.

التقييم والإفادة

بعد جمع البيانات المطلوبة بمختلف الأدوات والانتهاج من تحليلها لمنهج الرياضيات بمرحلة الروضة، يتم الإبلاغ عنها بالطرق التالية:

- إدخال البيانات في ملف اكسل ومشاركتها مع مديرة الروضة ورئيس الشؤون الأكاديمي.
- مشاركة التقارير الأكاديمية مع أولياء الأمور في نهاية كل فصل دراسي.
- المتابعة اليومية لطالب من خلال برنامج seesaw مع أولياء الأمور.
- التواصل مع أولياء الأمور من خلال برنامج School voice.
- اجتماع أولياء الأمور لمشاركتهم بالمستوى الأكاديمي للطلاب دورياً في كل فصل ويحدد من قبل إدارة الروضة.

النتائج:

من خلال ما تم جمعه وملاحظته عن منهج مادة الرياضيات لرياض الأطفال توصلنا لهذه النتائج:

- عدم ملائمة المعايير للمستوى العمري للطلاب (أعلى عن مستوى أغلب الطلاب).
- المدة الزمنية لا تكفي لتحقيق مخرجات التعليم.
- مواجهة الأطفال صعوبة في تلقي المعلومات وفهمها باللغة الإنجليزية؛ مما يؤثر على أدائهم الصفي وقت التقييم.
- تكدر المنهج بالكثير من المعلومات التي لا تراعي الفروق الفردية.

التوصيات:

بناءً على النتائج السابقة نقترح التالي:

- خطة لتطوير منهج الرياضيات للروضة وتعديل المعايير لتلائم الفئة العمرية مع مراعاة اللغة الأم.
- ادراج تنمية مهارات التقييم ضمن برنامج تدريبي مهني للمعلمين والمعلمات.
- تضمين موضوعات عن أساليب التقييم الصفي في برنامج إعداد المعلمين الجدد.
- الاستفادة من التقنيات الحديثة في تطوير مهارات المعلمين في استخدام أساليب التقييم الصفي.
- إجراء بحوث حول الممارسات الصفية وأساليب تقييم المنهج الحديثة.

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ملف الإنجاز الطالب

أدوات جمع البيانات

ملحق 2

The screenshot shows an Excel spreadsheet with the following data:

Student Name	Matriculation Code	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ABDULLAH HILAL ABDULLAH SAID AL WAHAB	KS-I	ok	ok	ok	ok	ok	ok	ok
ABDULLAH MOHAMMED MATTAR MUBARAK AL UNBI	KS-I	ok	ok	ok	ok	ok	absent	ok
ALIA HAMAD MUBARA HAMAD ALHAJRI	KS-I	ok	absent	ok	ok	ok	ok	ok
ANAD SULTAN ANWAD MUBARAK ALKETH	KS-I	ok	ok	ok	ok	ok	ok	ok
Aysha Ibrahim Juma Mohammed Al Raazi	KS-I	ok	ok	ok	ok	ok	ok	ok
Basma Hetal Basma Mohammed Alhamad	KS-I	ok	absent	absent	ok	ok	ok	ok
BUTTI MABRAF SHAMA AL AMRI	KS-I	ok	ok	ok	ok	ok	ok	ok
CATANA SADER MATTAR MUBARAK ALKETH	KS-I	ok	ok	ok	ok	ok	ok	ok
HANAD HADEE HAMAD SAIED ALDERE	KS-I	ok	ok	ok	ok	ok	ok	ok
HANMATH ABDULAZIZ ALI MOHAMMED ALBUDDAH	KS-I	ok	ok	ok	ok	ok	ok	ok
HAYZA AHMED SAIED ABDELKAL ALMEYER	KS-I	ok	ok	ok	ok	ok	ok	ok
HIND OMAR SAIED MUBARAK ALAMER	KS-I	ok	ok	ok	ok	ok	ok	ok
Kayra Saif Mohammed Yagoub Almaghbi	KS-I	ok	ok	ok	ok	ok	ok	ok
Khaled Ali Saif Khalifa Adhoni Adhoni	KS-I	ok	ok	ok	ok	ok	ok	ok
KHALID MANAA MOHAMMED KHALIFAN ALGHATHI	KS-I	ok	ok	absent	ok	ok	absent	ok
MARBA YOUSSEF MOHAMMED JUNA ALHOUDARI	KS-I	ok	ok	ok	ok	ok	ok	ok
MARBA BASHIR KHANIS HUSNAD ALSHAMSI	KS-I	ok	ok	ok	ok	ok	ok	ok
MOHAMMED ABDULAZIZ ALI MOHAMMED ALBUDDAH	KS-I	ok	ok	ok	ok	ok	ok	ok
MUBARAK SAIED MUBARAK SAIED ALMEDRANI	KS-I	ok	ok	ok	ok	absent	ok	ok
NASSER ABDULLA NASSER YASSE ALJUBRI	KS-I	ok	ok	ok	ok	ok	ok	ok
NOURA GHANEM SAIED MUBARAK AL MIZHANI	KS-I	ok	ok	ok	ok	ok	ok	ok
Raafiq Saleem Awad Hussein Alshamsi	KS-I	ok	ok	ok	ok	ok	ok	ok
SAIED AHMED ABDELKAL KHALIFAN ALAZIZ	KS-I	absent	ok	ok	ok	ok	ok	ok
SALEM ALI SALEM SARHOUT ALRAMEITH	KS-I	ok	ok	ok	ok	ok	ok	ok
Salem Naser Saied Ali Alshamsi	KS-I	ok	ok	ok	ok	ok	ok	ok
SHAHD ANAD MUBARAK AHMED ALKHYALI	KS-I	ok	ok	ok	ok	ok	ok	ok
SHARINA KHALID JUNA AZEED ALDHAHEBI	KS-I	ok	ok	ok	ok	ok	ok	ok
WADANA GHANIM SALEM ABDULLAH ALDURI	KS-I	ok	ok	ok	ok	ok	ok	ok



KG 1 Math Concepts Baseline

eSIS No: _____ Student Name: _____ KG 1 - _____

Emerging 1	Developing 2	Meeting 3	Exceeding 4
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Complete This Section						
Term 1	Task 1 Score:	Task 2 Score:	Task 3 Score:	Task 4 Score:	Task 5 Score:	Average Score:
Term 2	Task 1 Score:	Task 2 Score:	Task 3 Score:	Task 4 Score:	Task 5 Score:	Average Score:
Term 3	Task 1 Score:	Task 2 Score:	Task 3 Score:	Task 4 Score:	Task 5 Score:	Average Score:

Benchmarks		
Term 1 (T1)	Term 2 (T2)	Term 3 (T3)
Acceptable or Expected: 1 or 2	Acceptable or Expected: 2 or 3	Acceptable or Expected: 3 or 4

KG 1 Math Concepts Baseline

KG 1 Math Concepts Baseline.pdf Student Name: _____ KG 1 - _____

Task 1			
1	2	3	4
Counts to 4 or less	Counts to 5	Counts to 10	Counts to 20
T1 T2 T3	T1 T2 T3	T1 T2 T3	T1 T2 T3
Notes:	Notes:	Notes:	Notes:

Task 2			
Represent a number of objects with a written numeral 0-5 **Use Number Cards			
1	2	3	4
Identifies written numerals, but does not match correct number of objects	Identifies written numerals, and matches some correct number of objects	Matches the correct number of objects to written numerals 0-5	Matches the correct number of objects to written numerals beyond 5
T1 T2 T3	T1 T2 T3	T1 T2 T3	T1 T2 T3
Notes:	Notes:	Notes:	Notes:

Task 3			
Understand the relationship between numbers and quantities; connect counting to cardinality			
1	2	3	4
Counts up to 2 objects	Counts objects added to a set of 2, but begins counting from the number 1	Counts objects added to a set of 2, from the last stated number, to 5 Ex: Teacher places 2 objects on table then adds 1 object, student should count on from 2 saying "3". Teacher adds 1 more object the student should count on from 3 saying "4"; and so forth until you reach a total of 5 objects.	Counts objects added to a set of 5, from the last stated number, to 10
T1 T2 T3	T1 T2 T3	T1 T2 T3	T1 T2 T3
Notes:	Notes:	Notes:	Notes:

KG 1 Math Concepts Baseline

eSIS No: _____ Student Name: _____ KG 1 - _____

Task 4			
Sort objects and count the number of objects in each category **May not use more than 10 objects for this task			
1	2	3	4
Groups some objects into a given category (Teachers instruct students to sort objects by color- using 2 colors, OR by size-big and small)	Groups objects into a given category (Teachers instruct students to sort objects by color- using 2 colors, OR by size-big and small), but does not count the objects in each category	(1) Groups objects into a given category (Teachers instruct students to sort objects by color- using 2 colors, OR by size-big and small) AND (2) Counts the amount of objects in each category	(1) Groups objects into a given category (Teachers instruct students to sort objects by color- using 2 colors, OR by size-big and small) AND (2) Counts the amount of objects in each category AND (3) Tells which category has the most, and which category has the least amount
T1 T2 T3	T1 T2 T3	T1 T2 T3	T1 T2 T3
Notes:	Notes:	Notes:	Notes:

Task 5			
Identify and describe shapes (squares, circles, triangles, rectangles, cone, cube, cylinder)			
1	2	3	4
Correctly name some shapes (squares, circles, triangles, and rectangles) regardless of size	(1) Correctly name the shapes, squares, circles, triangles, and rectangles, regardless of size. AND (2) Describe relative positions of some shapes- top, bottom, up, down, in front of, behind, over, under, and next to	(1) Correctly name the shapes, squares, circles, triangles, rectangles, cones, cube, regardless of size. AND (2) Describe the relative positions of all the shapes- top, bottom, up, down, in front of, behind, over, under, and next to	(1) Correctly name all the shapes, squares, circles, triangles, rectangles, and the cone, cube, cylinder, sphere, pyramid regardless of size. AND (2) Describe the relative positions of all the shapes- top, bottom, up, down, in front of, behind, over, under, and next to
T1 T2 T3	T1 T2 T3	T1 T2 T3	T1 T2 T3
Notes:	Notes:	Notes:	Notes:

MAP – MATH اختبار	أدوات جمع البيانات وتحليلها	ملحق 4
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Internal Assessments	Number of students that achieved these %s				What TRENDS do you notice?	WHY do you think this has happened?	INTERESTING / ISSUES
	<20%	20% to 40%	41% to 70%	71%+			
Basic Facts (+, -, x, /)	11	12	2		23 Students did not understand the concept of addition and subtraction. Definitely something to work on.	Students were possibly not exposed to these basic facts in KG1 during online classes. These concepts are not covered in the curriculum in the first few weeks of KG2 when the baseline testing was administered. So, students had no exposure at all.	A different curriculum was followed in KG1. The 2 students who were able to do addition and subtraction, came from other schools. We definitely need to work on basic facts.

REFLECTING ON MAP DATA									
GRADE LEVEL MEAN RIT SCORE:				DISTRICT MEAN RIT SCORE:		MEAN RIT SCORE:			
External Assessments	# of Students						What TRENDS do you notice?	WHY do you think this has happened?	INTERESTING / ISSUES
	NT	<3+	<2	<1	AT	AB			
Math			15	7	3		60% students are functioning 2 levels below the required grade level. 28% students are functioning 1 level below the required grade level. Students are struggling with Geometry, Operations and Algebraic thinking as well as Measurement and Data.	We haven't started working on addition and subtraction yet. Students have difficulty understanding and following the MAP test instructions. The test has a multiple question and worksheet approach, and the students are not used to this. Some questions were too advanced for the students e.g., reading time, adding and subtracting double digits. KG1 Teachers may also have paid more attention to the Baseline Math statements and less exposure to MAP Standards e.g., shapes, number operations, measurement and Data handling (graphs)	22/25 students are functioning below the grade level. It is a good thing that we are doing the AERO standards this year as it is in line with the MAP testing content.

IDENTIFYING NEXT STEPS				
	WHAT ACTIONS do you need to take to SUPPORT the BELOW students?			WHAT ACTIONS do you need to take to EXTEND the AT/ABOVE students?
	<3+	<2	<1	
MAP Math		<p>GROUP 2 Adds with sums within 5 given two sets of objects Compares sets of objects using the term "more", "less", "most", "same" Represents a given set of objects as a numeral within 10/20 Reads and writes whole numbers within 10/20 Measurement: Compares height, size and weight of object. Data: Compares values in a pictograph with single-unit scale Geometry: Matches names of shapes to given 2-D shapes</p> <p>GROUP 3 Adds with sums within 5 given two sets of objects Compares sets of objects using the term "more", "less", "most", "same" Represents a given set of objects as a numeral within 10 Reads and writes whole numbers within 10 Measurement: Compares height, size and weight of object. Data: Compares values in a pictograph with single-unit scale</p>	<p>Differentiated instruction, extra support during lessons. Using Exact Path in class. Intervention groups – twice a week.</p> <p>GROUP 1 Adds whole numbers with sums within 10, in horizontal format Compares sets of objects using the term "more", "less", "most", "same" Recognizes the numeral for a number within 100 when read aloud Reads and writes whole numbers within 20 Compares the weight of objects Represents data in pictographs with single-unit scales Matches names of shapes to given 3-D figures</p>	Differentiated instruction, challenge and extend them. Using Exact Path in class. Intervention groups – twice a week.

END OF YEAR TARGETS						
Name	Basic Facts (+, -, x, /)			MAP Mathematics		
	Term 1	End of Year Target	End of Year	Term 1	End of Year Target	End of Year
Notes	Total Score	Total Score	Total Score	RIT Score	Projected RIT Score	RIT Score
ABDULLA HADEF HUMAID BALABDA ALSHAMSI	4/20 20%	40%		125	145	
AMNA MANSOUR SAEED MUBARAK ALNASR	7/20 35%	55%		129	148	
DANA SAIF SAEED OBAID	6/20 30%	50%		111	135	
FATIMA MANSOUR ALI ALMAHYA	11/20 55%	75%		147	163	
HADEF ALI BASHAR OBAID	8/20 40%	40%		111	135	

منهج مادة الرياضيات لرياض الأطفال (الفصل الأول)	منهج مادة الرياضيات لرياض الأطفال	ملحق 5
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CHARTER SCHOOL
Bloom Education
Jabel Hafeet School
Al Ain



مدرب الشراكات التعليمية
بلووم التعليم
مدرسة جبل حفيت
العين

KG 1 LONG TERM PLAN - AY2022/2023
Term 1

CARING															
Week 1 12 – 17 Sept	Week 2 19-23 Sept	Week 3 26 – 30 Sept	Week 4 3 – 7 Oct	Week 5 10 – 14 Oct	Week 6 17 – 21 Oct	Week 7 24 - 28 Oct	Week 8 31 Oct – 4 Nov	Week 9 7 – 11 Nov	Week 10 14 – 18 Nov	Week 11 21 -25 Nov	Week 12 28 Nov – 2 Dec	Week 13 5 - 9 Dec			
Tell Me A Story				My Family, My Community				UAE National Heritage							
Curious about Kindergarten				There's Only One Me!				My Community Heroes				Learning Celebrations & National Day			
What will I discover in Kindergarten?				What makes us Special?				What makes a community?							
Cultural & Community Links	Saudi Arabian National Day 23 Sept International Day for Sign Language: 23 Sept Parent Presentation in School: Making our school better and effective communication	World Heart Day 29 Sept Parent Presentation in School: Student Attendance	World Teachers' Day 5 Oct Prophet's Birthday 8 Oct Parent Presentation in School: Understanding Our KG Curriculum	Parent Presentation in School: Helping your child develop their reading in English	UAE Pink Month Awareness Day 28 Oct	UAE Flag Day 3 Nov Extra-Curricular Clubs start after school	Jabel Hafeet Book Fair Parent Presentation in School: Understanding your child's assessments data	World diabetes day 14 Nov Jabel Hafeet Book Fair Parent Presentation in School: Understanding your child's End of Term Report	Commemoration Day 1 Dec National Day 2-3 Dec National Day Celebrations	End of Term Class parties/ Celebrations					
Assessment Tasks	Baseline Assessment: • Reading: RR & Comprehension • Math: BL • Phonics • Arabic: Baseline	Baseline Assessment: • Self Portrait & writing sample • Math: BL • Phonics • Arabic: Baseline	All baselines complete Data analysis	Tala and Mubakkr Tests	Tala and Mubakkr Tests	Tala and Mubakkr Tests	Tala and Mubakkr Tests	Tala and Mubakkr Tests	End of Term Reports sent home	Rewards event for all students with over 96% attendance for the term Parent teacher meetings End of Term Class parties					

!! Tell me a story, My Family, My community & UAE National Heritage link and flow together: they are not 4 distinct themes. You are building on/expanding upon/integrating themes and standards; allowing the highlighted theme to be the primary focus area.!!

Literacy: KG Aero CC Standards linked to HMH – Into Reading Program														
Week 1 29 Aug – 2 Sept	Week 2 5 – 9 Sept	Week 3 12 – 17 Sept	Week 4 19 -23 Sept	Week 5 26 – 30 Sept	Week 6 3 – 7 Oct	Week 7 10 – 14 Oct	Week 8 17 – 21 Oct	Week 9 24 - 28 Oct	Week 10 31 Oct – 4 Nov	Week 11 7 – 11 Nov	Week 12 14 – 18 Nov	Week 13 21 -25 Nov	Week 14 28 Nov – 2 Dec	Week 15 5 - 9 Dec
Tell Me A Story				My Family, My Community				UAE National Heritage				Learning Celebrations & National Day		
Curious about Kindergarten				There's Only One Me!				My Community Heroes				Learning Celebrations & National Day		
What will I discover in Kindergarten?				What makes us Special?				What makes a community?				What is Treasured in My UAE?		
Vocab linked to MAP	MATCH letter sounds/words, RECOGNIZE letter sounds/words/HF words/rhyming words, IDENTIFY where to start reading / sounds/punctuation, CLASSIFY pictures by initial sound, LOCATE HF words, BLEND syllables in spoken words, DISTINGUISH words with a ... sound / from non-words/where to start reading. SPELL HF correctly	FIND-LOCATE the letter/word/information, UNDERSTAND prepositions, RECALLS detail from text read aloud, COMPARE , MAKES PREDICTIONS , UNDERSTAND the meaning of a word/story/prefix, NAME a picture of e.g. food/transport/clothes Beginning/middle/end Letter sounds	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same
Shared Reading Skills and Strategies	Characterization and Setting Print Concepts: Book Orientation Match Pictures to Text	Identify characters, setting, and main events in fiction. Practice turning pages in a book. Match pictures to text."	"Story Elements: Characters, Setting, Events Use Picture Clues Print Concepts: Book Parts"	Identify characters, setting, and events in fiction. Identify the front and back cover and title page of a book."	Identify characteristics of a persuasive text. Practice reading left to right and top to bottom.	Identify the topic and central idea of a text. Recognize that words are separated by spaces in print."	Respond to text by drawing and writing. Recognize the features of a sentence.	Identify characters, setting, and events in fiction. Practice reading one word for each print word."	Identify the topic and central idea of an informational text. Recognize that words are made up of letters and separated by spaces in print."	Identify the topic and central idea of an informational text. Identify the author's purpose for creating the text."	Recognize the features of a sentence. Identify characters, setting, and events in fiction.	Identify the meaning of each poem. Identify rhythm and rhyme in a poem."	Identify the meaning of each poem. Identify rhythm and rhyme in a poem."	Identify the topic and central idea of a text. Identify characters, setting, and events in fiction.

	Week 1 29 Aug – 2 Sept	Week 2 5 – 9 Sept	Week 3 12 – 17 Sept	Week 4 19 – 23 Sept	Week 5 26 – 30 Sept	Week 6 3 – 7 Oct	Week 7 10 – 14 Oct	Week 8 17 – 21 Oct	Week 9 24 – 28 Oct	Week 10 31 Oct – 4 Nov	Week 11 7 – 11 Nov	Week 12 14 – 18 Nov	Week 13 21 – 25 Nov	Week 14 28 Nov – 2 Dec	Week 15 5 – 9 Dec			
Reading Standards	RF.3.c. Recognize one's own name and familiar common signs and labels (e.g., STOP). LQ: What is your name? 1. Trace the first letter. 2. Make the first letter with playdough. 3. Try find your own name in the classroom.				RI.2.a. With prompting and support, retell familiar stories, including key details. RF.1c. Understand that words are separated by spaces in print.		RI.1.a. With prompting and support, ask and answer questions about key details in a text. LQ: What happened in the story? Activity: Shared Reading		RI.2.a. With prompting and support, retell familiar stories, including key details. LS4. Apply words learned in classroom activities to mailfile examples (e.g., note places at school that are colorful, a place where we should be quiet, a place where we can run or should walk).		LS4. With guidance and support, generate words that are similar in meaning (e.g., happy/ glad, angry/ mad). LQ: How do you feel? Talk about feelings, read a book about the different feelings.		RLS.4. Recognize common types of texts (e.g., storybooks, poems).		RLS.4. Recognize common types of texts (e.g., storybooks, poems).		RL.2.a. With prompting and support, identify characters, settings, and major events in a story. LQ: What materials will you design to explain your story? Activity: Students to draw pictures or use blocks to model the story. (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop.)	
Listening and Speaking Standards	Collaborative Discussion: LS.1.a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LQ: What did you like about school today? Activity: Review time with pictures of the student.	Social Communication: Introductions: LS2.a. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Social Communication: Greetings: LS.1.a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LQ: What did you like about school today? Activity: Review time with pictures of the student.	Following Directions: LS.1.b. Follow upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). LQ: why is it important to wait for your own turn during an activity?	Collaborative Discussion: LS.1.a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LQ: What did you like about school today? Activity: Review time with pictures of the student.	Asking for help: LS.3.a. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Social Communication: Expressing Needs and Wants: LS.3.a. Ask and answer questions and taking turns speaking about the topics and texts under discussion.	Following Directions: LS.1.b. Follow upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). LQ: why is it important to wait for your own turn during an activity?	Collaborative Discussion: LS.1.a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LQ: What did you like about school today? Activity: Review time with pictures of the student.	Collaborative Discussion: Listen Actively: LS.1.a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LQ: What did you like about school today? Activity: Review time with pictures of the student.	Collaborative Discussion: Respond in Complete Sentences: LS.4. Speak audibly and express thoughts, feelings, and ideas clearly."	Collaborative Discussion: Respond in Complete Sentences: LS.4. Speak audibly and express thoughts, feelings, and ideas clearly."	Asking for help: LS.3.a. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Social Communication: Introductions: LS.1.b. Follow upon rules for discussions (e.g., listening to others and taking turns seeking about the topics and texts under discussion). LQ: why is it important to wait for your own turn during an activity?				
Guided Writing	W2.1a. Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. For example: Draw a picture about what you did in summer, in the weekend, over the holiday.				W2.1a. Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.		W3.1a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		W3.1a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		W3.1a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		W3.1a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		W3.1a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			
Shared Writing, Morning Message & Grammar	Nouns for People LS.1.b. Use frequently occurring nouns and verbs.	Nouns LS.1.b. Use frequently occurring nouns and verbs.	Present-Tense Verbs LS.1.b. Use frequently occurring nouns and verbs.	Edit for Verbs LS.1.b. Use frequently occurring nouns and verbs.	Present-Tense Verbs LS.1.b. Use frequently occurring nouns and verbs.	Past Tense Verbs LS.1.b. Use frequently occurring nouns and verbs.	Adjectives for Color and Size LS.1.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Adjectives for Color LS.1.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Nouns for Places and Things LS.1.b. Use frequently occurring nouns and verbs.	Capital Letters- LS.1.b. Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Adjectives for Shape and Number LS.1.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Edit for Adjectives and Articles LS.1.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Review	Review	Review			
Vocab Blending/ Rhyming words HF Words	Go on sound walks – what do you hear? Focus on the different sounds they hear: Soft sounds/ Loud sounds. Add vocab to sounds they hear Sing rhyming songs	Play musical instruments – follow the rhythm – various beats – soft/loud Sing rhyming songs	SOS Song Sound Talk	Vocab: sausage sock sun suit snake star seashell spider sandcastle scorpion spoon ant apple ambulance abyss alligator airplane arrow astronaut	Vocab: tiger TV teddy tent table train turtle truck toothbrush popcorn penguin pirate palm pearls palace presents pizza parrot pineapple planet	Vocab: insect igloo instruments invitation iguana ink ice, ice cream, aland/ nurse nest night newspaper notebook necklace nut net now Rhyming/Blending: pin sit	Vocab: mouse mummy mountain mosque moon map milk monkey money duck dog dinosaur desert date chow dolphin drum doll Rhyming/Blending: dad sit pin mat HF: I can	Vocab: garden girl goat gold globe guitar goose glass gate octopus orange ostrich Oryx oil rig, owl os olive Rhyming/Blending: dig dig HF: here	Vocab: caterpillar cake cat camel carrot cookie cow clock car kite key king kangaroo kangaroo kite kettle kitten Rhyming/Blending: sock HF: What	Vocab: duck chick lock sock, clock, hook, jack, lock, muck, rock, lock Rhyming/Blending: sock HF: What								

Cross cutting concepts	Patterns Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	Cause and Effect Simple tests can be designed to gather evidence to support or refute student ideas about causes.	Patterns Patterns in the natural and human designed world can be observed and used as evidence.	Cause and Effect Simple tests can be designed to gather evidence to support or refute student ideas about causes.
Disciplinary Core Idea	PS1.A. Structure and properties of matter Different kinds of matter exist and many of them can be either solid or liquid. Matter can be described, categorized and sorted by its observable properties.	ETS1.A. Defining engineering problems A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.	LST. C. Organization for matter and energy flow in organisms. All animals need food, air and water in order to live, grow and thrive. Animals obtain food from plants or from other animals. Plants need water, air and light to live, grow and thrive.	LS1.A. Structure and function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place and seek, find and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

INQUIRY LEARNING – INTEGRATE ALL CURRICULAR AREAS (see the next page)

<p>Science</p> <ul style="list-style-type: none"> ✓ Inquiry Based Learning ✓ Child initiated/choice ✓ Problem-Based Activities 	<p>* Engineering Design Explained</p> <p>This concept must be applied to all units/themes this year.</p> <ol style="list-style-type: none"> 1. Defining the problem begins in kindergarten as students learn that a situation people want to change can be thought of as a problem that can be solved 2. Developing possible solutions naturally flows from the problem definition phase. One of the most challenging aspects of this phase is to keep students from immediately implementing the first solution they think of and to think it through before acting. Having students sketch their ideas or make a physical model is a good way to engage them in shaping their ideas to meet the requirements of the problem. 3. Comparing different solutions may involve testing each one to see how well it solves a problem or achieves a goal. Consumer product testing is a good model for this capability. Although students in the primary grades should not be held accountable for designing controlled experiments, they should be able to think of ways of comparing two products to determine which is better for a given purpose. <i>In kindergarten students are expected to design and build simple devices</i>
<p>Follow the High Scope Philosophy</p> <p>Plan – Do – Review process.</p> <p>Ensure the 5 ingredients of active learning is always present: Materials / Manipulation / Choice / Child Lang / Adult Scaffolding</p> <p>Think about what practices you can ask students to engage in that will allow you to gather evidence of student thinking using these concepts? Consider these when planning instruction and assessment. Instruction and planning should be intentional.</p>	

PE, Music and Art

	Week 1 29 Aug – 2 Sept	Week 2 5 – 9 Sept	Week 3 12 – 17 Sept	Week 4 19-23 Sept	Week 5 26 – 30 Sept	Week 6 3 – 7 Oct	Week 7 10 – 14 Oct	Week 8 17 – 21 Oct	Week 9 24 - 28 Oct	Week 10 31 Oct – 4 Nov	Week 11 7 – 11 Nov	Week 12 14 – 18 Nov	Week 13 21-25 Nov	Week 14 28 Nov – 2 Dec	Week 15 5- 9 Dec			
PE	Locomotor (S1.E1.K) Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	Locomotor (S1. E1. K) Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	Locomotor (S1. E3. K) Performs jumping and landing actions with balance. Note: This outcome applies to both horizontal and vertical jumping and landing.	Locomotor (S1. E3. K) Performs jumping and landing actions with balance. Note: This outcome applies to both horizontal and vertical jumping and landing.	Non-locomotor (S1. E9. K) Rolls sideways in a narrow body shape.	Non-locomotor (S1. E9. K) Rolls sideways in a narrow body shape.	Non-locomotor (stability) (S1. E7. Ka) Maintains momentary stillness on different bases of support. (S1.E7.Kb) Forms wide, narrow, curled and twisted body shapes.	Non-locomotor (stability) (S1. E7. Ka) Maintains momentary stillness on different bases of support. (S1. E7. Kb) Forms wide, narrow, curled and twisted body shapes.	Movement Concepts (S2. E1. Ka) Differentiates between movement in personal (self-space) and general space.	Movement Concepts (S2.E1.Ka) Differentiates between movement in personal (self-space) and general space.	Movement Concepts (S2.E1.Ka) Travels in three different pathways.	Movement Concepts (S2.E1.Ka) Travels in three different pathways.	Dance (S1.E5.K) Performs locomotor skills in response to teacher-led creative dance.	Dance (S1.E5.K) Performs locomotor skills in response to teacher-led creative dance.	D Dance (S1.E5.K) Performs locomotor skills in response to teacher-led creative dance.			
Art	1.1 Use the creative processes and the language of art to communicate through a variety of media and techniques. a. Use observations and experiences, both spontaneously and deliberately, to plan and create art.				1.3 Apply visual awareness to the creative process a. Create art that reflects personal observation and experience				1.2 Understand and use the language of art: the elements of art and principles of design. a. Identify the elements of art and begin to apply principles of design				1.4 Develop skills and craftsmanship with materials, tools and techniques a. Purposefully experiment with materials and techniques to produce a range of artwork.					
Focus: TBC	Drawings	Mixing paint	Mixing paint	Lines	Circles	Lines and circles	Self-portrait canvas	Self-portrait canvas	My country (landscape/buildings)	National animal	Rulers portraits	Pottery	Pottery	Flags				
Music	a. Echo a variety of short rhythmic and melodic patterns				b. Demonstrate a steady beat and accuracy on age appropriate rhythm patterns when singing, speaking, and playing classroom instruments				c. Sing and play simple songs				d. Maintain melodic and rhythmic accuracy when singing in a group		e. Accompany simple harmonic songs on classroom instruments with appropriate dynamics		f. Demonstrate proper performance skills: - Respond to cues of a conductor (tempo, start and stop) - Use correct performance etiquette	
Focus for music	Expectations	Body percussion	Body percussion	Moving to the beat	Moving to the beat	Using instruments to make music				Local music / songs	Traditional instruments	Traditional songs	Prepare for National Day					
Moral	Rules and Classroom Routines	Rules and Classroom Routines	Rules and Classroom Routines	Sharing is Caring	Everyone around me	Affection and appreciation	What is Fairness	I am sorry	My family	The importance of expressing feelings	Ways of expressing feelings	I like / I dislike What am I good at?	Caring for my country?	Leaders in the UAE: what makes a good leader? What is heritage?	Respecting Our Culture			

In planning remember to include:

<p>Shared Reading Guided Reading Shared Writing Guided Writing Listening & Speaking Mathematics Activities Mathematical Practices STEAM MAP Kurmon Morning message</p>	<p>!! Read Aloud videos are not to be used. Read aloud must be done with an actual book!</p> <p>Music videos are not to be used to teach songs and rhymes.</p>	<p>Vocabulary must be added to the plan and catered to your children's needs.</p> <p>The vocab can be pre-determined but taught in action using pictorial vocabulary cards not just orally.</p> <p>Vocabulary cards must be prepared in advance.</p>	<p>Reading Genres: Poetry, Non-fiction, Fiction Fairytales, Nursery Rhymes/rhymes Ensure 2 different genres are used weekly – identify genre focus in weekly planning.</p> <p>Literacy: Role Play/Drama/Phonics Board-w/ words/ Persuasive language. Songs and Games</p>	<p>Shared Reading Reading for fun – Daily; end of day Read aloud. Drama: Story stage - Role Play</p> <p>Shared Writing Writing for different purposes. Model writing refer to how we write in KG Think aloud as they write</p>	<p>Engineering Design is used</p>	<p>Inclusion student Provision linked to IEP</p> <p>How will you show progression over the week and within the lesson</p>
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