

منهج مادة الرياضيات لرياض الأطفال

CHARTER SCHOOL
Bloom Education
Jabel Hafeet School
Al Ain



مدارس الشراكات التعليمية
بلووم التعليم
مدرسة جبل حفييت
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			
Theme	Tell Me A Story				My Family, My Community				UAE National Heritage							
Module	Curious about Kindergarten				There's Only One Me!				My Community Heroes				Learning Celebrations & National Day			
Essential Question	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 Mubakkir Tests	Tala and Mubakkir Tests	Tala and Mubakkir Tests Parents – Class – teacher visit	Tala and Mubakkir 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

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Theme	Tell Me A Story				My Family, My Community				UAE National Heritage							
Module	Curious about Kindergarten				There's Only One Me!				My Community Heroes				Learning Celebrations & National Day			
Essential Question	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															
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 in an informational text. Identify the authors' 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.	

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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. RF.1.a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.				RI.2.a. With prompting and support, retell familiar stories, including key details. RF.1.c. Understand that words are separated by spaces in print.		RL.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	RL.3.a. With prompting and support, identify characters, settings, and major events in a story.	RI.2.a. With prompting and support, retell familiar stories, including key details. LS.5. Apply words learned in classroom activities to real life 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).	RI.2.a. With prompting and support, retell familiar stories, including key details.	L4a. 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.	RL.5.a. Recognize common types of texts (e.g., storybooks, poems).	RL.5.a. Recognize common types of texts (e.g., storybooks, poems).	RI.2.a. With prompting and support, retell familiar stories, including key details.	RL.3.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.b 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 in order to seek help, get information, or clarify something that is not understood.	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 group. LQ: What did you like about school today? Activity: Review time with pictures of the student.	Collaborative Discussion: Respond in Complete Sentences: L6.a Speak audibly and express thoughts, feelings, and ideas clearly."	Collaborative Discussion: Respond in Complete Sentences: L6.a 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: 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.	Following Directions 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?	
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Guided Writing	W2.1.a. 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.a. 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.a. 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.				Review			
Writing Focus & Standard:																
Shared Writing, Morning Message & Grammar	Nouns for People L1.b. Use frequently occurring nouns and verbs.	Nouns L1.b. Use frequently occurring nouns and verbs.	Present-Tense Verbs L1.b. Use frequently occurring nouns and verbs.	Edit for Verbs L1.b. Use frequently occurring nouns and verbs. LS.4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Present-Tense Verbs L1.b. Use frequently occurring nouns and verbs.	Past Tense Verbs L1.b. Use frequently occurring nouns and verbs.	Adjectives for Color and Size LS.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Adjectives for Color and Size LS.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Nouns for Places and Things L1.b. Use frequently occurring nouns and verbs.	Capital Letters: L2.a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Adjectives for Shape and Number LS.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Edit for Adjectives and Articles LS.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Review			
Grammar Focus skill & Standard																
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 souq snake star seashell spider sandcastle scorpion spoon ant apple ambulance abaya alligator airplane arrow astronaut	Vocab: tiger TV teddy tent table train turtle truck toothbrush popcorn penguin pirate palm pearls palace presents pizza pencil pineapple Rhyming/blending: sat at	Vocab: insect igloo instruments invitation iguana ink ice, ice cream, island nurse nest night newspaper notebook kite nut net nose Rhyming/blending: pin sit	Vocab: mouse mummy mountain mosque moon map milk monkey money duck dog dinosaur desert date dhow presents pizza pencil pineapple 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 olive Rhyming/blending: dog dig HF: here	Vocab: caterpillar cake cat camel carrot cookie cow clock car kite key king kanjar khandora koala kangaroo kite kettle kitten Rhyming/blending: kit can dog dig	Vocab: duck chick sock sock, dock, hock, jock, lock, mock, rock, tock Rhyming/blending: sock HF: What						

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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	PS.1.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.	LS1. 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> <p>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</p> <p>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.</p> <p>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>	<p style="text-align: center; color: #0070C0;">Follow the High Scope Philosophy</p> <p style="text-align: center;">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>
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PE, Music and Art

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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 movement in personal (self-space) and general space.	Movement Concepts (S2.E1.Ka) Differentiates movement in personal (self-space) and general space.	Movement Concepts (S2.E2.K) Travels in three different pathways.	Movement Concepts (S2.E2.K) 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 Maths/Seeds Activities Mathematical Practices STEAM MAP Kumon Morning message</p>	<p style="color: red; font-weight: bold;">!! Read Aloud videos are not to be used. Read aloud must be done with an actual book!</p> <p style="color: red; font-weight: bold;">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 style="color: red; font-weight: bold;">The vocab can be pre-determined but taught in action using pictorial vocabulary cards not just orally.</p> <p style="color: red; font-weight: bold;">Vocabulary cards must be prepared in advance.</p>	<p>Reading Genres: Poetry, Non-fiction, Fiction Fairytales, Nursery Rhymes/rhymes</p> <p>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 style="color: red; font-weight: bold;">Engineering Design is used</p> 	<p style="color: red; font-weight: bold;">Inclusion student Provision linked to IEP</p> <p style="color: red; font-weight: bold;">How will you show progression over the week and within the lesson</p>
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