

Overview of Learning Kindergarten (age 5-6)

| | Term 1 | Term 2 | Term 3 |
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| Topic/Theme | Animals of the Savanna, Marsupials, Changes within Living Memory, Changes beyond Living Memory. | Significant Historical Events, Identifying and Describing Plants, Seasonal Changes, Exploring the Value of Friendship. | Sustainable Development, Paris as a City in France, Fish. |
| Educational Visits | Parc Zoologique de Paris | Cité des Sciences et de l'industrie | L'Aquarium de Paris |
| Special Events | International Day of Peace, Harvest/Thanksgiving, Christmas/New Year, Christmas Concert. | Appreciation of Diversity: Marymount International Week | Easter, Visit to Grade I, EY Sports Day, Summer Concert. |
| Health and Physical Development | <p>Taking care of my body Knowing about my body and developing appreciation of self. Visits from the Marymount Nurse to introduce Personal Hygiene. Developing fine-motor skills through play-based learning opportunities. Developing an understanding and appreciation of physical activities, body and space awareness.</p> <p>Gym class Master basic movements including running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. Develop ball control with a racket.</p> | | |
| Communication and Language | <p>Stories with familiar settings Information texts Songs and repetitive poems</p> <p>Fiction about friendship Non-fiction about commands Poetry about pattern and rhyme</p> | <p>Traditional tales Instructions Poetry about the senses</p> <p>Funny stories Letters and descriptions</p> | <p>Fairy stories Letters</p> <p>Poems about nature Fantasy stories about superheroes</p> |
| French | <p>Garçon / fille, l'école, le matériel scolaire, se présenter, les formes et les couleurs, je compte jusqu'à 10, se saluer, la météo et les jours de la semaine, les 5 sens et les parties du corps, l'automne, Halloween, les vêtements, les fruits et légumes de saison, Noël</p> <p>Francophone: Actes quotidiens, les jours de la semaine, la rentrée, l'école, la cantine et la nourriture, la ville, les magasins, les transports, l'automne.</p> <p>Les autres saisons, les couleurs, les vêtements par saisons, les animaux de la ferme, les animaux sauvages, les mois de l'année, Halloween. Noël, Galette des rois</p> | <p>Le vocabulaire du corps, la famille, je compte jusqu'à 20, la météo, L'Epiphanie, les habits d'hiver, les sports d'hiver, fruits et légumes de saison, les couleurs, L'hiver, la nourriture en général, les animaux domestiques et de la ferme, la Chandeleur, la ville et la campagne / la localisation, les prépositions de lieu, la Saint-Valentin, l'amitié</p> <p>Francophone: la date, chiffres et nombres de 1 à 31, hier, aujourd'hui, demain, les nombres jusqu'à 50, les pays, les nationalités, les langues, la semaine internationale.</p> | <p>Le printemps, Pâques, la fête des mères et des pères, les animaux aquatiques, les animaux de la savane, les vêtements et la nourriture de l'été, les vacances</p> <p>Francophone: Les parties du corps, la description physique, la personnalité, la famille, les sports et activités favorites, les loisirs, l'été, les destinations de vacances.</p> |
| Making Sense of the World | <p>Using language to interpret experiences, to solve problems, and to clarify thinking, ideas and feelings. Using books and ICT for fun, to gain information and broaden understanding of the world. Developing understanding of the variety of symbols (pictures, print, numbers) used to communicate. Making sense of mathematical problems and attempting to find a solution. Developing strategies when solving mathematical problems. Engaging in scientific talk about natural and social phenomena. Understanding cause and effect relationships in the social and natural worlds. Developing observation skills about the social and natural world, gathering information and making predictions.</p> | | |

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| Maths | Count on and back in ones to and from 20, Locate, compare, read and write numbers to 20, identify and use the + and - symbols, Time to the hour-analogue and digital, Money: coins up to 20 cents, Length and height using non-standard and standard units of measure, Symmetry and symmetrical patterns, Counting on and back in 1s to 100. | Fractions: half as 1 of 2, and quarter as 1 of 4 equal parts of an object, shape, quantity, Count in 10s from 0 to 100, Doubles to double 5 and find related halves to 10, Count in 2s to 20, Odd and even numbers, Language of time: days, months, earlier, later, yesterday, weeks and years, Differences between 2D and 3D shapes, Identify one more and one less of any number to 100, Number bonds to 10 | Count on and back in tens from any 1-digit or 2-digit number to just over 100, Addition/subtraction (using + and - symbols) and missing number problems, Doubles to double 6 and find related halves to 12, Measurement: compare length, Time to the half-hour: analogue and digital, Identify read and write numbers to 100 (and in words to 20) | Finding the difference between 2 numbers, Capacity: compare using uniform non-standard, then simple standard units, Number pairs to 7, 8 and 9, Money: identify various denominations of coins and notes | Unit patterns, e.g. $2 + 4 = 6$, $7 + 4 = 11$, Counting in 2s, 5s and 10s from 0, Multiplication/division: solving simple problems involving objects, Number pairs which make 5, 6, 7, 8, 9 and 20 | Language of time including, minutes and hours, Position, direction and movement: including whole, half, quarter and three-quarter turns, Sequence events in chronological order, Money: change - find a difference between two amounts |
| Scientific method | <p>Asking different questions and recognising that they can be answered in different ways</p> <p>Observing closely and using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using observations to make conclusions</p> <p>Gathering and recording data</p> | | | | | |
| Creative Development | <p>Discovering colour, pattern and rhythm in colourful objects.</p> <p>Exploring sounds (environmental, vocal, body percussion, instruments).</p> <p>Responding and reflecting on choices made through the artistic process.</p> <p>Exploring and discovering the possibilities of clay as a medium for imaginative expression.</p> <p>Exploring and experimenting with the properties and characteristics of materials in making structures.</p> <p>Exploring feelings, knowledge, and ideas through arts.</p> | | | | | |
| Music | Making a story come alive with musical effects Group percussion playing | Using music to tell a story: the orchestra | Understanding music as a frame for storytelling Stepping and moving in patterns of 4 and 8 | Tone-colour: understanding how different sounds make a picture Understanding the orchestral family: percussion. | | |
| Approaches to Learning | <p>Emotional and Behavioral self-regulation Managing emotions with increasing independence. Understanding classroom routines with increasing independence. Handling classroom materials appropriately and taking care of the classroom. Managing actions, words, and behavior with increasing independence.</p> <p>Cognitive self-regulation Demonstrating an increasing ability to control impulses. Maintaining focus and sustaining attention with minimal adult support. Persisting in tasks. Holding information in mind and manipulating it to perform tasks. Demonstrating flexibility in thinking and behavior.</p> <p>Initiative and Curiosity Demonstrating initiative and independence.</p> <p>Creativity Expressing creativity in thinking and communication. Using imagination in play and interactions with others.</p> | | | | | |
| Well-being | <p>Being me in my world</p> <p>Feeling special and safe</p> <p>Being part of a class</p> <p>Rights and responsibilities</p> <p>Rewards and feeling proud</p> <p>Consequences</p> <p>Owning the Learning Charter</p> | <p>Celebrating difference</p> <p>Similarities and differences</p> <p>Understanding bullying</p> <p>Making new friends</p> <p>Celebrating differences</p> | <p>Dreams and Goals</p> <p>Setting goals</p> <p>Identifying successes and achievements</p> <p>Working well and celebrating with friends</p> <p>Tackling new challenges</p> | <p>Healthy Me</p> <p>Keeping myself healthy and happy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe</p> <p>Medicine and household item safety</p> <p>Road safety</p> | <p>Relationships</p> <p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who can help us</p> <p>Qualities as a friend and person</p> <p>Being a good friend to myself</p> | <p>Changing Me</p> <p>Life cycles - animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Our bodies are different</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition to the next grade level</p> |