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|--|--|--------------|--------------|-------------|--|---------------|----------------------|--|--|--------------|---------------|-------------------|-------------|---------------|---------------|---------------|-------------|---------------|--------------------------------|
| 2018-19<br>Pre K-K1                      | 1 Aug: 13-17   | 2 Aug: 20-24 | 3 Aug: 27-31 | 4 Sept: 3-7 | 5 Sept: 10-14                                      | 6 Sept: 17-21 | 7-4 Days Sept: 25-28 | National Week<br>Holiday Oct. 1-5<br>& INSET 8-9 | 8-3 Days Oct: 10-12  | 9 Oct: 15-19 | 10 Oct: 22-26 | 11 Oct: 29-Nov: 2 | 12 Nov: 5-9 | 13 Nov: 12-16 | 14 Nov: 19-23 | 15 Nov: 26-30 | 16 Dec: 3-7 | 17 Dec: 10-14 | Winter Break<br>Dec: 17-Jan: 4 |
| Trans.Disc. themes                       | Who We Are   |              |              |             |  |               |                      |  | Where We Are in Place and Time   |              |               |                   |             |               |               |               |             |               |                                |
| Central Ideas & Concepts (Key & Related) | <b>Central Idea:</b> Individuals come together to form a learning community<br><b>Key Concepts:</b> form, causation, responsibility<br><b>Related Concepts:</b> similarities and differences, communication, behaviour, relationships  |              |              |             |  |               |                      |  | <b>Central Idea:</b> Our world is made up of different places.<br><b>Key Concepts:</b> responsibility, function, connection<br><b>Related Concepts:</b> community, belonging, environment  |              |               |                   |             |               |               |               |             |               |                                |
| Language Arts                            | <b>Writing:</b> Prewriting skills, tracing letters and name, fine motor skill development (cutting, gripping, pinching, and etc.)<br><b>Reading:</b> Letter and sound recognition through stories, songs, and crafts<br><b>Speaking &amp; Listening:</b> Sharing time and class discussions<br><b>Viewing and Presenting:</b> Read alouds – listening skills   |              |              |             |  |               |                      |  |  |              |               |                   |             |               |               |               |             |               |                                |
| Mathematics                              | <b>Number:</b> Read, write, say, count, model, order numbers to 10<br><b>Pattern and Function:</b> Describe, model and extend simple patterns with shape, color and real objects<br><b>Shape and Space:</b> Name and classify 2D Shapes. Use everyday language to describe position, direction and movement of self and objects.<br><b>Measurement:</b> Nonstandard measurements involving length. Identify, describe and sequence daily routines.<br><b>Data Handling:</b> Collecting, sorting (explain criteria), graphing, pictographs, Venn Diagrams, tally marks, same and different, more or less, and most or least |              |              |             |  |               |                      |  |  |              |               |                   |             |               |               |               |             |               |                                |
| Mandarin                                 | Courtesy words and numbers. Self – introduction. Class instructions and routines. Express personal needs.<br>Vocabulary of body parts, feelings, colors, and clothes. Description of people’s clothing.  |              |              |             |  |               |                      |  |  |              |               |                   |             |               |               |               |             |               |                                |
| PE                                       | Playground games – interact, play and engage with others, taking turns and sharing. Following rules and playing safely.  |              |              |             |  |               |                      |  | Movement composition – Dance - participate in short repetitive dance sequences, explore different ways of moving on the floor and apparatus. Gymnastics Rolling and balancing<br><u>ON GOING</u> - Perceptual Motor Programme - Gross motor skills - the acquisition of large scale movements e.g: walking, running, jumping, skipping, climbing, moving in and out of positions. Crossing the midline of the body (laterality). Body and space awareness. Visual and spatial skills. Balance and co-ordination. |              |               |                   |             |               |               |               |             |               |                                |
| Personal, Social & Emotional Growth      | Second STEP Program Unit: Skills for Learning<br>Second STEP Program Unit 2: Empathy<br>Second STEP Program Bullying Prevention Unit   |              |              |             |  |               |                      |  |  |              |               |                   |             |               |               |               |             |               |                                |
| Child Protection                         | Right to be safe: Analyze the feelings of characters in stories and role-play a range of feelings with their peers. Skills are developed to identify their own feelings and the feelings of others.<br>Relationships: Students explore rights and responsibilities as well as needs and wants using age appropriate scenarios and stories.   |              |              |             |  |               |                      |  |  |              |               |                   |             |               |               |               |             |               |                                |
| Swimming                                 | Water Education through play   |              |              |             | Water Education and basic swimming skills PART ONE |               |                      |  | Float to survive   |              |               |                   | NO PROGRAM  |               |               |               |             |               |                                |
| Performing Arts                          | We can understand more about materials by exploring them   |              |              |             |  |               |                      |  | Participating in a dramatic play can develop our imagination and creativity  |              |               |                   |             |               |               |               |             |               |                                |
| Digital Citizenship                      | Showing respect to others.   |              |              |             |  |               |                      |  |  |              |               |                   |             |               |               |               |             |               |                                |

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| 2018-19<br>Pre K-K1                      | 18 Jan. 7-11   | 19 Jan. 14-18 | 20 Jan. 21-25 | 21 Jan. 28-Feb. 1 | CNY Feb. 4-15 | 22 Feb. 18-22 | 23 Feb. 25-Mar. 1 | 24 Mar. 4-8 | 25 Mar. 11-15 | 26 Mar. 18-22 | 27 Mar. 25-29   | Mid Semester Vacation<br>APR1-5   | 28 Apr. 8-12 | 29 Apr. 15-19 | 30 Apr. 22-26 | 31 Apr. 29-M 3 (4 day week) | 32 May 6-10 | 33 May 13-18 | 34 May 20-24 | 35 May 27 – 31 | 36 Jun 3-6 (4 day week)                    | 37 Jun 10-14 | 38 Jun 17-21 |
| Trans.Disc. themes                       | How We Express Ourselves   |               |               |                   |               |               |                   |             |               |               |   | How We Organize Ourselves   |              |               |               |                             |             |              |              |                |  |              |              |
| Central Ideas & Concepts (Key & Related) | <b>Central Idea:</b> People can express themselves in different ways.<br><b>Key Concepts:</b> form, perspective, reflection<br><b>Related Concepts:</b> gesture, movement, voice, communication, self-expression, creativity   |               |               |                   |               |               |                   |             |               |               |   | <b>Central idea:</b> Transportation connects people<br><b>Concepts:</b> connection, function<br><b>Related Concepts:</b> systems, movement      |              |               |               |                             |             |              |              |                |  |              |              |
| Language Arts                            | <b>Writing:</b> Prewriting skills, tracing letters and name, fine motor skill development (cutting, gripping, pinching, and etc.)<br><b>Reading:</b> Letter and sound recognition through stories, songs, and crafts<br><b>Speaking &amp; Listening:</b> Sharing time and class discussions<br><b>Viewing and Presenting:</b> Read alouds – listening skills   |               |               |                   |               |               |                   |             |               |               |   |   |              |               |               |                             |             |              |              |                |  |              |              |
| Mathematics                              | <b>Number:</b> Read, write, say, count, model, order numbers to 10<br><b>Pattern and Function:</b> Describe, model and extend simple patterns with shape, color and real objects<br><b>Shape and Space:</b> Name and classify 2D Shapes. Use everyday language to describe position, direction and movement of self and objects.<br><b>Measurement:</b> Nonstandard measurements involving length. Identify, describe and sequence daily routines.<br><b>Data Handling:</b> Collecting, sorting (explain criteria), graphing, pictographs, Venn Diagrams, tally marks, same and different, more or less, and most or least |               |               |                   |               |               |                   |             |               |               |   |   |              |               |               |                             |             |              |              |                |  |              |              |
| Mandarin                                 | School Activities. Stationery and materials in classroom. Food and drinks. Where things come from.   |               |               |                   |               |               |                   |             |               |               |   | Minibeasts: Names, food, homes, action, life cycle, body parts, how they help people. Songs and rhymes about minibeasts                         |              |               |               |                             |             |              |              |                |  |              |              |
| PE                                       | Individual Pursuits- Run, Jump, throw, Developing gross motor skills. Exploring different ways of moving with or without equipment   |               |               |                   |               |               |                   |             |               |               | EY Field Day  | Games- simple games with little or no equipment. HRA- basic changes that occur when exercising<br>HRA- basic changes that occur when exercising |              |               |               |                             |             |              |              |                |  |              |              |
|  | ON GOING - Perceptual Motor Programme - Gross motor skills - the acquisition of large scale movements e.g: walking, running, jumping, skipping, climbing, moving in and out of positions. Crossing the midline of the body (laterality). Body and space awareness. Visual and spatial skills. Balance and co-ordination.   |               |               |                   |               |               |                   |             |               |               |   |   |              |               |               |                             |             |              |              |                |  |              |              |
| Personal, Social & Emotional Growth      | Second STEP Program Unit 3: Emotion Management<br>Second STEP Program Unit 4: Problem Solving  |               |               |                   |               |               |                   |             |               |               |   |   |              |               |               |                             |             |              |              |                |  |              |              |
| Child Protection                         | Recognizing and Reporting Abuse: Body awareness including the anatomical names for body parts is introduced.<br>Protective Strategies: Students to practice assertive communication.   |               |               |                   |               |               |                   |             |               |               |   |   |              |               |               |                             |             |              |              |                |  |              |              |
| Swimming                                 | NO PROGRAM   |               |               |                   |               | NO PROGRAM    |                   |             |               |               | Water Education and basic swimming skills<br>PART TWO                 |   |              |               |               | Water play & safety         |             |              |              |                | Celebration of learnt skills               |              |              |
| Performing Arts                          | Integrated UOI - People can express themselves in different ways.  |               |               |                   |               |               |                   |             |               |               | Music, dance and drama are used to create and perform an EY showcase. |   |              |               |               |                             |             |              |              |                | The arts can make us feel different things |              |              |
| Digital Citizenship                      | The Internet can be used for learning around the world.  |               |               |                   |               |               |                   |             |               |               |   |   |              |               |               |                             |             |              |              |                |  |              |              |