

The Primary Curriculum at UWC East Africa

What are the units of inquiry to be studied in P1?

Students in P1 have four units of inquiry that span the school year. The units of inquiry provide a broad subject framework from which students learn the essential skills and knowledge. Subject matter is integrated within the units of inquiry through the study and exploration of conceptually based central ideas. However, where it is not possible to integrate subject matter meaningfully, stand-alone lessons are planned to ensure all students receive age appropriate essential skills and knowledge in the foundational subjects such as mathematics and English language.

Programme of Inquiry for P1

<p style="text-align: center;">WHO WE ARE:</p> <p>Central Idea: People around us help shape who we are</p> <p>Lines of Inquiry: Who we are as learners Different community members How community members interact to support each other.</p>	<p style="text-align: center;">WHERE WE ARE IN PLACE & TIME</p> <p>Central idea: Family history provides an insight into cultural and personal identity.</p> <p>Lines of Inquiry: Exploring the cultural identity of families The kind of homes around the world Items that have changed over time that we find in our homes</p>
<p style="text-align: center;">HOW WE ORGANISE OURSELVES</p> <p>Central idea: People use different types of transportation systems to meet their needs.</p> <p>Lines of inquiry: Different types of transport systems and how they are interconnected How transport systems are organised Peoples roles within transport system</p>	<p style="text-align: center;">HOW WE EXPRESS OURSELVES</p> <p>Central Idea: People share ideas about self and the world through the arts.</p> <p>Lines of Inquiry: Ways the arts are used to share feelings and ideas Ways tools, materials and techniques are used in the arts What we can learn through making and sharing our art with others</p>

How are language skills and knowledge developed in P1?

Learners' needs are best served when they have opportunities to construct meaning and engage in learning within meaningful contexts. Regular guided and independent practice in language skills and strategies allows students to internalise and automate their understanding of how language works with growing proficiency. In turn, students are able to apply and transfer their skills and understanding to increasingly diverse contexts.

Therefore in the primary school at UWC East Africa it is recognised that in order for successful and effective language learning to happen, learners need opportunities to:

- be involved in communicating for real-life purposes
- develop generic, transferable skills
- focus on language features, skills and strategies
- build on prior language learning allowing for the development of proficiency
- learn about their own and other cultures through language
- make connections across the curriculum and revisit concepts and processes in new contexts

Language – Conceptual Overview	
<p>Speaking & Listening: Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.</p>	<p>Viewing & Presenting: Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.</p>
<p>Reading: Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.</p>	<p>Writing: Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.</p>

NB: The above concepts are frequently studied with increasing complexity and in more than one grade level, as determined by the level and ability of the individual student.

The teaching of language outcomes will be integrated in all curriculum areas as well as the focus of Literature Circles, Guided Reading, Shared Reading, Writing Workshop etc. These instructional activities allow us to focus on specific writing forms, practice grammar, learn about literary devices, develop fluency through oral reading, as well as many other language outcomes. Each Unit of Inquiry creates opportunities to scaffold and teach a particular writing genre.

How are mathematical skills and knowledge developed in P1?

The mathematics program in the primary school at UWC East Africa provides the framework for students to become literate and proficient in the language of mathematics by developing both conceptual understanding and procedural fluency. The end result is the ability to think and reason mathematically and to use mathematics to pose and solve problems in real life contexts.

We aim to nurture students who can appreciate the intrinsic fascination of mathematics and begin to use the subject as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorised. Students with mathematical proficiency understand basic concepts, are fluent in performing basic operations, reason clearly, formulate, represent and solve mathematical problems, and maintain a positive outlook toward mathematics. Teachers build on the students' natural curiosity and mathematical understanding and guide each of them to compute, problem solve, communicate, reason, and to make mathematical connections among situations, both within and outside of school.

Mathematics – Conceptual Overview	
NUMBER	<ul style="list-style-type: none"> • Number operations can be modeled in a variety of ways. • Fractions are ways of representing whole-part relationships. • The base 10 place value system is used to represent numbers and number relationships. • The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. • There are many mental methods that can be applied for exact and approximate computations.
PATTERN & FUNCTION	<ul style="list-style-type: none"> • Whole numbers exhibit patterns and relationships that can be observed and described. • Patterns can be represented using numbers and other symbols. • Whole numbers exhibit patterns and relationships that can be observed and described.
MEASUREMENT	<ul style="list-style-type: none"> • Standard units allow us to have a common language to identify, compare, order and sequence objects and events. • Estimation allows us to measure with different levels of accuracy. • We use tools to measure the attributes of objects and events.
DATA HANDLING	<ul style="list-style-type: none"> • Information can be expressed as organized and structured data. • Objects and events can be organized in different ways. • Some events in daily life are more likely to happen than others.
GEOMETRY (Shape & Space)	<ul style="list-style-type: none"> • Shapes are classified and named according to their properties. • Specific vocabulary can be used to describe an object's position in space. • Some shapes are made of parts that repeat in some way.

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Assessment in P1

Authentic assessment involves utilising a variety of tools and strategies to capture an accurate picture of each individual child's development. We view assessment as an integral part of all teaching and learning and not as an isolated activity. Using this

philosophy as our foundation, we plan and design diagnostic, formative and summative assessment tasks to assess student performance and understanding in relation to our curricular standards and benchmarks. Examples of the assessment tools and strategies we use include:

- Observation and anecdotal notes
- Teacher checklists, rubrics and developmental continuums
- Performance tasks
- Contextual products (student work samples)
- Tests and quizzes
- Student self and peer assessments
- Student reflections
- Student goal setting
- Multimedia evidence (photos, videos, audio)
- Standardised testing – PM Benchmarks

Reporting:

We choose to communicate what students know, understand and can do through a variety of ways. In doing so we hope to convey a clear and accurate picture of each individual child's progress and identify areas for growth. Reporting in the primary at UWC East Africa takes the following forms:

- Conferences
Parent Teacher Child Conferences
Student Led Celebration
- Written Report - report cards are sent home twice each year, in December and June.
- Portfolios - each student has a growth portfolio of on-going work samples selected (with guidance from the teacher) and reflected on by the student.