

The Primary Curriculum at UWC East Africa

What are the units of inquiry to be studied in P2?

All students from P2 to P6 have six 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 content 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.

<p>WHO WE ARE</p> <p>Central Idea:</p> <p>Making balanced choices about daily routines contribute to a healthy lifestyle.</p> <p>Lines of inquiry:</p> <p>Personal habits and routines</p> <p>Balanced eating and living</p> <p>Consequences of choice</p>	<p>HOW THE WORLD WORKS</p> <p>Central idea:</p> <p>There are naturally occurring cycles all around us.</p> <p>Lines of inquiry:</p> <p>Cycles of living things</p> <p>Cycles of non-living things</p> <p>Similarities and differences of natural cycles</p>	<p>HOW WE EXPRESS OURSELVES</p> <p>Central idea:</p> <p>Creativity can be nurtured through inspiration, imagination and application</p> <p>Lines of inquiry:</p> <p>Identifying and using our imagination</p> <p>Investigating what inspires people</p> <p>Applying imagination to creative endeavours</p>
<p>SHARING THE PLANET</p> <p>Central Idea:</p> <p>The interaction of living things and their environment can create unique ecosystems</p> <p>Lines of inquiry:</p> <p>Characteristics that create different biomes</p> <p>Biological needs of living things within an ecosystem</p> <p>The relationship between big and small living things</p>	<p>WHERE WE ARE IN TIME & PLACE</p> <p>Central idea:</p> <p>Discoveries lead to new understandings that provide a link between the past and present</p> <p>Lines of inquiry:</p> <p>Inventions of the past and their present adaptation</p> <p>Qualities of an inventor</p> <p>Inventions that improved the quality of life for people</p>	<p>HOW WE ORGANISE OURSELVES</p> <p>Central Idea</p> <p>Businesses have plans and systems that shape their identity.</p> <p>Lines of inquiry:</p> <p>Services and features of the tourism industry</p> <p>How people earn their livelihood through tourism</p> <p>Interconnected factors that affect tourism</p>

How are language skills and knowledge developed in P2?

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 UWCEA 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 Workshops 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 P2?

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 P2

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)
- PM Benchmarks and Words Their Way

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.

Physical Education/Sport

All P2 students currently receive two 50 minute Physical Education lessons each week and a 40 minute swimming lesson. It is expected that students wear their sports uniforms for these lessons.

Swahili

P2 students receive 2 x 50 minute Swahili lessons every week. This year Ann-Joyce is the Primary Swahili teacher and she can be contacted on annjoycemwamafupa@uwcea.org

Music

P2 students receive 2 x 50 minute Music lessons every week. This year Miss Elizabeth is the Primary music teacher and she can be contacted on elizabethmalale@uwcea.org

Inclusion

Students requiring additional English language tuition are referred for testing by the class teacher. There is in class support as well.

Classroom expectations

The P2 classes all have expectations that encourage students to be independent and to take responsibility for their learning. All students are expected to be respectful and considerate to others. All students should be able to unpack their own bags every morning and pack them again in the afternoon.

