The Primary Curriculum at UWCEA

What are the units of inquiry to be studied in P3/4?

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.

WHO WE ARE **Central Idea:** Communities are enriched by their members and the different perspectives they bring **Lines of inquiry:** How people in a community are interconnected Identifying and contributing to a community Personal stories of community members	HOW THE WORLD WORKS **Central idea:** Life on earth is directly related to how the solar system works **Lines of inquiry:** Properties of the solar system Similarities and differences between earth and the other planets Exploring the effects of the solar system on Earth	HOW WE EXPRESS OURSELVES **Central idea:** Discovering patterns helps us make sense of our world. **Lines of inquiry:** How we use and change sounds to make patterns Patterns in language including rhymes and poems Patterns in our world
SHARING THE PLANET **Central Idea:** Water is essential for life on earth. **Lines of inquiry**: Availability of fresh water Water pollution Water conservation Water technology	WHERE WE ARE IN TIME & PLACE **Central idea:** Past civilisations can be seen through their legacy in today's world. **Lines of inquiry:** Connections between past civilisations and present day Why modern societies use adaptations of technologies from past civilizations Implications for the future	HOW WE ORGANISE OURSELVES **Central Idea** People use systems to help solve problems, support collaboration and present knowledge. **Lines of inquiry:** Different human made systems Ways to solve problems Successful collaboration How foods are locally and globally sourced

How are language skills and knowledge developed in P3/4?

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	
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.	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.
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.	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.

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 P3/4?

The mathematics program in the primary school at UWCEA 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	• 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	• 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	• 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	• 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)	• 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 P3/4
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 UWCEA 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.