The Primary Curriculum at UWC East Africa

What are the units of inquiry to be studied in P4/5?

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 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.

WHERE WE ARE IN TIME & PLACE	HOW THE WORLD WORKS	HOW WE EXPRESS OURSELVES
Central Idea: Human migration is a response to challenges, risks and opportunities **Lines of Inquiry:** The history & geography of migration The reasons why people migrate Effects of migration on communities, cultures and individuals	**Central Idea:** Understanding energy transformation allows us to utilise its power. **Lines of Inquiry:** Sources and forms of energy How energy is transformed to do work Energy Conservation	**Central Idea:** Drama can convey people's beliefs, feelings and experiences **Lines of Inquiry:** Different types and elements of drama Changes on drama over the course of time Purposes of drama
SHARING THE PLANET	**HOW WE ORGANISE OURSELVES**	**WHO WE ARE**
Central Idea: All living Things adapt to meet the challenges of their environment **Lines of Inquiry:** Challenges of living things in different environments Adaptations to meet the conditions of the environment How living things change over time	**Central Idea:** The exchange of goods and services is complex and determined by many factors **Lines of Inquiry:** Supply & Demand From local to global trade Factors that affect the supply of goods and services Ethics of the marketplace	**Central Idea:** There are many ways we choose to work and relax. **Lines of Inquiry:** Differences between work and leisure in many countries. Impact of technology on leisure time. Importance of the outdoors

How are language skills and knowledge developed in P4/5?

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	
Speaking & Listening: Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.	Viewing & Presenting: Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.
Reading: Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.	Writing: Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

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 P4/5?

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..

The Math program at UWC East Africa is sourced by a variety of resources including programs such as White Rose Maths. In addition we utilise a variety of hands on math manipulatives.

Mathematics – Conceptual Overview	
NUMBER	• The base 10 place value system can be extended to represent magnitude. • Fractions and decimals are ways of representing whole-part relationships. • The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. • Even complex operations can be modeled in a variety of ways, for example, an algorithm is a way to represent an operation.
PATTERN & FUNCTION	• Functions are relationships or rules that uniquely associate members of one set with members of another set. • By analysing patterns and identifying rules for patterns it is possible to make predictions.
MEASUREMENT	• Relationships exist between standard units that measure the same attributes. • Objects and events have attributes that can be measured using appropriate tools.
DATA HANDLING	• Understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs • Understand that one of the purposes of a database is to answer questions and solve problems • Understand that the mode can be used to summarize a set of data • Understand that scale can represent different quantities in graphs • Understand that probability is based on experimental events.

GEOMETRY (Shape & Space)	• Changing the position of a shape does not alter its properties. • Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations. • Shapes can be transformed in different ways. • Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations.

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Assessment in P4/5
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 – MAP and 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 (held in December & June)
  Student Led Celebration (held in March).
- 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 P4/5 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
P4/5 students receive 2 x 50 minute Swahili lessons every week. Mrs Ann-Joyce is the Primary Swahili teacher and she can be contacted on annjoycemwamafupa@uwcea.org

French
Students in P4/5 have 2 x 50 minute lessons each week, taught by Ms Coralie Bouillaut,

please contact her on coraliebouillaut@uwcea.org if you have any questions.

Inclusion
Students requiring additional English language tuition or Learning Support are referred for testing by the class teacher. Students are withdrawn for lessons during Swahili and/or French. In class support is also available.

Classroom expectations
The P4/5 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.