

## The Primary Curriculum at UWC East Africa

### What are the units of inquiry to be studied in P6?

All students from P1 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.

<b>Who We Are</b>	<b>How We Organise Ourselves</b>	<b>Where We Are in Place &amp; Time</b>
<p><b>Central Idea:</b> Humans change physically, socially and emotionally throughout adolescence.</p> <p><b>Lines of inquiry:</b></p> <p>Human physical changes – puberty</p> <p>Connections between physical, social and emotional development</p> <p>Peer pressure</p> <p>Rites of passage</p>	<p><b><u>EXHIBITION UNIT</u></b></p> <p><b>Central Idea:</b></p> <p>Students to create own Central Idea</p> <p><b>Lines of inquiry:</b></p> <p>Students will create their own lines of inquiry.</p>	<p><b>Central Idea:</b> A community's response to significant events provides an insight into the history and values of that community.</p> <p><b>Lines of Inquiry:</b></p> <p>The ways in which significant events may be recognized, locally and/or globally</p> <p>How a significant event has an impact on a community</p> <p>Why viewpoints differ about significant events</p>
<b>How the World Works</b>	<b>Sharing The Planet</b>	<b>How We Express Ourselves</b>
<p><b>Central Idea:</b> Electricity is a form of energy which can be produced from and transformed into different energy sources</p> <p><b>Lines of Inquiry:</b></p> <p>Different circuits</p> <p>Conduction, insulation and transformation How we function with and without electricity</p> <p>Connection between forms and types of energy</p>	<p><b>Central Idea:</b> Plants are a life sustaining resource for all living things.</p> <p><b>Lines of Inquiry:</b></p> <p>The ways in which plants are connected to other living things</p> <p>The anatomy and function of plants</p> <p>Way we use plants</p> <p>Plant destruction and conservation of plant species</p>	<p><b>Central Idea:</b> The media helps us to create, extend and challenge our perception of the world.</p> <p><b>Lines of inquiry:</b></p> <p>Forms of media and their role</p> <p>How persuasion influences the way we see the world</p> <p>The power of visual communication</p> <p>Our responsibility in virtual environments</p>

### How are language skills and knowledge developed P6?

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><b>Speaking &amp; Listening:</b></p> <p>Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.</p>	<p><b>Viewing &amp; Presenting:</b></p> <p>Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.</p>
<p><b>Reading:</b></p> <p>Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.</p>	<p><b>Writing:</b></p> <p>Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.</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 P6?**

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 P6	
<b>NUMBER</b>	<ul style="list-style-type: none"> <li>• The base 10 place value system extends infinitely in two directions.</li> <li>• Fractions, decimal fractions and percentages are ways of representing whole-part relationships.</li> <li>• Ratios are a comparison of two numbers or quantities.</li> <li>• For fractional and decimal computation, the ideas developed for whole-number computation can apply.</li> </ul>
<b>PATTERN &amp; FUNCTION</b>	<ul style="list-style-type: none"> <li>• Patterns can often be generalized using algebraic expressions, equations or functions.</li> <li>• Exponential notation is a powerful way to express repeated products of the same number.</li> </ul>
<b>MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• Accuracy of measurements depends on the situation and the precision of the tool.</li> <li>• Conversion of units and measurements allows us to make sense of the world we live in.</li> <li>• A range of procedures exists to measure different attributes of objects and events.</li> </ul>
<b>DATA HANDLING</b>	<ul style="list-style-type: none"> <li>• Data can be presented effectively for valid interpretation and communication.</li> <li>• Range, mode, median and mean can be used to analyse statistical data.</li> <li>• Probability can be represented on a scale between 0–1 or 0%–100%.</li> <li>• The probability of an event can be predicted theoretically.</li> </ul>
<b>GEOMETRY (Shape &amp; Space)</b>	<ul style="list-style-type: none"> <li>• Consolidating what we know of geometric concepts allows us to make sense of and interact with our world</li> <li>• Manipulation of shape and space takes place for a particular purpose.</li> <li>• Geometric tools and methods can be used to solve problems relating to shape and space.</li> </ul>

***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

#### **Assessment in P6:**

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 testing and PM Benchmarks
- PYP Exhibition P6

### **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.

### **PYP Exhibition:**

The PYP Exhibition: encouraging in-depth, collaborative inquiry. In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. As a culminating experience it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile that have been developing throughout their engagement with the PYP.

In the students' final year of the PYP there are five units of inquiry and the exhibition\*. The exhibition unit takes place under any transdisciplinary theme at the discretion of the school. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students.