CHARTER SCHOOL Bloom Education

Jabel Hafeet School

Al Ain



مدرس الشراكات التعليمية بلووم التعليم مدرسة جبل حفيت

KG 1 LONG TERM PLAN - AY2022/2023 Term 1

CARING

				1											
	Week 1 12 – 17 Sept	Week 2 19 -23 Sept	Week 3 26 – 30 Sept	Week 4 3 – 7 Oct	Week 5 10 – 14 Oct	Week 6 17 – 21 Oct	Week 7 24 - 28 Oct	Week 8 31 Oct – 4 Nov	Week 9 7 – 11 Nov	Week 10 14 – 18 Nov	Week 11 21 -25 Nov	Week 12 28 Nov – 2 Dec	Week 13 5 - 9 Dec		
Theme	12 - 17 Sept	19-23 Sept	20 – 30 Sept	Tell Me		17-2100	24 - 26 Oct	My Family, M		14-10 1004		UAE National Heritage			
Module	Curious about	t Kindergarten		- Department of the last of th	ly One Me!			My Commu	Constitution of the Consti			g Celebrations & Natio			
Essential	What will I discove	er in Kindergarten?		What make	ue Special?			What makes	community?			-			
Question	What will I discove	a in kilidergalteli:		vviiatimake	a us special:			What makes	community:						
Cultural &		Saudi Arabian	World Heart Day	World Teachers'		Parent	UAE Pink Month	UAE Flag Day	Jabel Hafeet Book	World diabetes		Commemoration	End of Term Class		
Community		National Day	29 Sept	Day		Presentation in	Awareness Day	3 Nov	Fair	day		Day	parties/		
Links		23 Sept		5 Oct		School: Helping	28 Oct	Extra-Curricular	Parent	14 Nov		1 Dec	Celebrations		
		International Day	Parent Presentation in	Prophet's Birthday		your child develop their reading in		Clubs start after	Presentation in	Jabel Hafeet Book		National Day			
- 1		for Sign Language.	School: Student	8 Oct		English		school	School:	Fair		2-3 Dec			
- 1		23 Sept	Attendance						Understanding						
		70.		Parent					your child's	Parent		National Day			
		Parent		Presentation in					assessments data	Presentation in		Celebrations			
		Presentation in School: Making our		School: Understanding Our						School: Understanding					
		school: Making our		KG Curriculum						vour child's End of					
		effective		KG Curriculum						Term Report					
		communication													
ssessment	Baseline	Baseline	All baselines	Tala and Mubakkir	Tala and Mubakkir	Tala and Mubakkir	Tala and Mubakkir					End of Term	Rewards event for		
Tasks	Assessment:	Assessment:	complete	Tests	Tests	Tests	Tests					Reports sent home	all students with		
	Reading: RR &	Self Portrait &	1									100.00	over 96%		
- 1	Comprehension	writing sample				Tax Circles 11 rate (Control							attendance for the		
	Math BL	Math BL	Data analysis			Parents - Class -							term		
	Phonics	Phonics				teacher visit							Parent teacher		
	Arabic Baseline	Arabic Baseline											meetings		
			1										End of Term Class		
1															
												L	parties		
!! Tell me d	a story, My Fami	ily, My communi	ty & UAE Nation	al Heritage link a				11 1/2			emes and stando	rds; allowing the	parties highlighted then	me to be the prim	ary focus a
!! Tell me					Lite	racy: KG Aero	CC Standards li	ked to HMH -	Into Reading P	rogram			highlighted then		
!! Tell me	Week 1	Week 2	Week 3	Week 4	Lite Week 5	racy: KG Aero (CC Standards lii Week 7	week 8	Into Reading P	rogram Week 10	Week 11	Week 12	week 13	Week 14	Week 15
				Week 4 19 -23 Sept	Lite Week 5 26 – 30 Sept	racy: KG Aero	CC Standards li	ked to HMH -	Into Reading P	Week 10 31 Oct – 4 Nov	Week 11 7 – 11 Nov		Week 13 21-25 Nov	Week 14 28 Nov – 2 Dec	Week 15 5 - 9 Dec
!! Tell me o	Week 1	Week 2 5 – 9 Sept	Week 3 12 – 17 Sept	Week 4 19 -23 Sept	Lite Week 5	week 6 3 – 7 Oct	CC Standards lii Week 7 10 - 14 Oct	week 8	Into Reading P	Week 10 31 Oct – 4 Nov My Family, N	Week 11 7 – 11 Nov My Community	Week 12	Week 13 21-25 Nov	Week 14 28 Nov – 2 Dec UAE National Heritage	Week 15 5 - 9 Dec
Theme Module Essential	Week 1	Week 2 5 – 9 Sept Curious abou	Week 3 12 – 17 Sept t Kindergarten	Week 4 19 -23 Sept	Lite Week 5 26 – 30 Sept	Week 6 3 - 7 Oct	Week 7 10 – 14 Oct	week 8	Into Reading P	Week 10 31 Oct – 4 Nov My Family, N	Week 11 7 – 11 Nov My Community unity Heroes	Week 12	Week 13 21-25 Nov	Week 14 28 Nov – 2 Dec UAE National Heritage ng Celebrations & Natio	Week 15 5 - 9 Dec
Theme Module Essential Question	Week 1 29 Aug – 2 Sept	Week 2 5 – 9 Sept Curious abou What will I discov	Week 3 12 – 17 Sept t Kindergarten er in Kindergarten?	Week 4 19 -23 Sept Tell Mo	Lite Week 5 26 – 30 Sept A Story	Week 6 3-7 Oct There's Or What make	Week 7 10 – 14 Oct	Week 8 17 – 21 Oct	Into Reading P Week 9 24 - 28 Oct	Week 10 31 Oct – 4 Nov My Family, My Commit What makes	Week 11 7 – 11 Nov My Community unity Heroes a community?	Week 12 14 – 18 Nov	Week 13 21-25 Nov	Week 14 28 Nov – 2 Dec UAE National Heritage ag Celebrations & Natio	Week 15 5 - 9 Dec
Theme Module Essential Question ocab linked to MAP	Week 1 29 Aug – 2 Sept MATCH letter sounds FIND-LOCATE the let	Week 2 5 – 9 Sept Curious abou What will I discove s/words, RECOGNIZE leter/word/information,	Week 3 12 – 17 Sept It Kindergarten er in Kindergarten? etter sounds/words/HF UNDERSTAND prepos	Week 4 19 -23 Sept Tell Me	Week 5 26 – 30 Sept A Story IDENTIFY where to stoom text read aloud, CO	Week 6 3-7 Oct There's Or What make	Week 7 10 – 14 Oct Ily One Me! s us Special? nctuation, CLASSIFY pi	Week 8 17 – 21 Oct	Into Reading P Week 9 24 - 28 Oct LOCATE HF words, BLE //story/prefix, NAME a	Week 10 31 Oct – 4 Nov My Family, N My Commi What makes ND syllables in spoken picture of e.g. food/tra	Week 11 7 – 11 Nov My Community unity Heroes a community? words, DISTINGUISH was proport/clothes Beginn	Week 12 14 – 18 Nov	Week 13 21-25 Nov Learnin Wh from non-words/where sounds Same	Week 14 28 Nov – 2 Dec UAE National Heritage ag Celebrations & Natio at is Treasured in My U to start reading. SPELL Story Picture	Week 15 5 - 9 Dec
Theme Module Essential Question ocab linked to MAP Shared	Week 1 29 Aug – 2 Sept MATCH letter sounds FIND-LOCATE the let Characterization	Week 2 5 – 9 Sept Curious abou What will I discov Voords, RECOGNIZE ker/word/information, "Identify	Week 3 12–17 Sept t Kindergarten er in Kindergarten? etter sounds/words/Hf UNDERSTAND prepos "Story Elements:	Week 4 19 -23 Sept Tell Me F words/rhyming words, titions, RECALLS detail fr	Week 5 26 – 30 Sept A Story IDENTIFY where to store the stread aloud, CO Identify	Week 6 3-7 Oct There's Or What make art reading / sounds/pu MPARE, Makes PREDII "Identify the topic	Week 7 10 – 14 Oct lly One Mel s us Special? nctuation, CLASSIFY pi CTIONS, UNDERSTAND Respond to text by	Week 8 17 - 21 Oct tures by initial sound, the meaning of a word "identify	Into Reading P Week 9 24 - 28 Oct LOCATE HF words, BLE Vistory/prefix, NAME a "Identify the topic	Week 10 31 Oct – 4 Nov My Family, h My Comm What makes ND syllables in spoken - picture of e.g. food/tre "Identify the topic	Week 11 7 – 11 Nov My Community unity Heroes a community? words, DISTINGUISH w Recognize the	Week 12 14 – 18 Nov ords with a sound / ing/middle/end Letter Tdentify the	Week 13 21-25 Nov Learnin Wh from non-words/where sounds Same	Week 14 28 Nov - 2 Dec UAE National Heritage ng Celebrations & Natio at is Treasured in My U to start reading. SPELL Story Picture Identify the topic	Week 1! 5 - 9 Dec
Theme Module Essential Question coab linked to MAP Shared Reading	Week 1 29 Aug – 2 Sept MATCH letter sounds FIND-LOCATE the lett Characterization and Setting	Week 2 5 – 9 Sept Curious abou What will I discov s/words, RECOGNIZE kerr/word/information, "Identify characters, setting.	Week 3 12 – 17 Sept t Kindergarten er in Kindergarten? etter sounds/words/HF UNDERSTAND prepos "Story Elements: Characters:	Week 4 19 -23 Sept Tell Mo words/rhyming words, titions, RECALLS detail fit "identify"	Week 5 26 – 30 Sept A Story IDENTIFY where to stom text read aloud, Cot identify characteristics of a	Week 6 3 - 7 Oct There's Or What make art reading / sounds/pu MMPARE, Makes PREDIc "Identify the topic and central idea of	Week 7 10 – 14 Oct lly One Mel s us Special? Inctuation, CLASSIFY pi CTIONS, UNDERSTAND Respond to text by drawing and	Week 8 17 - 21 Oct tures by initial sound, the meaning of a word "Identify characters, setting,	Into Reading P Week 9 24 - 28 Oct LOCATE HF words, BLE //story/prefix, NAME a "Identify the topic and central idea of	Veek 10 31 Oct – 4 Nov My Family, h My Commi What makes ND syllables in spoken r picture of e.g. food/tra "Identify the topic and central idea in	Week 11 7 – 11 Nov My Community unity Heroes a community? words, DISTINGUISH w ansport/clotthes Beginn Recognize the features of a	Week 12 14 – 18 Nov rords with a sound / ing/middle/end Letter "Identify the meaning of each	Week 13 21-25 Nov Learnin Wh from non-words/where sounds Same "Identify the meaning of each	Week 14 28 Nov – 2 Dec UAE National Heritage In Celebrations & National Let Story Picture Identify the topic and central idea of	Week 15 5-9 Dec onal Day JAE? HF correctly Word Identify chara setting, and en
Theme Module Essential Question Cocab linked to MAP Shale Reading Skills and	Week 1 29 Aug – 2 Sept MATCH letter sound: FIND-LOCATE the let Characterization and Setting Print Concepts:	Week 2 5 – 9 Sept Curious abou What will I discov /words, RECOGNIZE le ter/word/information, "Identify characters, setting, and main events in	Week 3 12 – 17 Sept tt Kindergarten er in Kindergarten? etter sounds/words/HF UNDERSTAND prepos "Story Elements: Characters, Setting, Events	Week 4 19 -23 Sept Tell Mo words/rhyming words, titions, RECALLS detail fr "Identify characters, setting, and events in	Week 5 26 – 30 Sept A Story IDENTIFY where to sta om text read aloud, CC Identify characteristics of a persuasive text.	Week 6 3-7 Oct There's Or What make art reading / sounds/pu DMPARE, Makes PREDII "Identify the topic and central idea of a text.	Week 7 10 – 14 Oct by One Me! s us Special? nctuation, CLASSIFY pic CTIONS, UNDERSTAND Respond to text by drawing and writing.	Week 8 17 - 21 Oct tures by initial sound, the meaning of a wore "Identify characters, setting, and events in	Into Reading P Week 9 24 - 28 Oct OCATE HF words, BLE //stony/prefix, NAME a "Identify the topic and central idea of an informational	Week 10 31 Oct – 4 Nov My Family, h My Commi What makes ND syllables in spoken in picture of e.g. food/tra ''ident central idea in an informational	Week 11 7 – 11 Nov My Community unity Heroes a community? words, DISTINGUISH w insport/clothes Beginn Recognize the features of a sentence.	Week 12 14 – 18 Nov ords with a sound / ing/middle/end Letter "Identify the meaning of each poem.	Week 13 21-25 Nov Learnin Wh from non-words/where sounds Same "Identify the meaning of each poem.	Week 14 28 Nov - 2 Dec UAE National Heritage ng Celebrations & Natio at is Treasured in My U to start reading. SPELL Story Picture Identify the topic	Week 15 5 - 9 Dec
Theme Module Essential Question Ocab linked to MAP Shale Reading Skills and	Week 1 29 Aug – 2 Sept MATCH letter sound: FIND-LOCATE the let Characterization and Setting Print Concepts: Book Orientation	Week 2 5 – 9 Sept Curious abou What will I discov /words, RECOGNIZE ker/word/information, "identify characters, setting, and main events in fiction.	Week 3 12 – 17 Sept t Kindergarten er in Kindergarten? etter sounds/words/HF UNDERSTAND prepos "Story Elements: Characters, Setting, Events Use Picture Clues	Week 4 19-23 Sept Tell Me words/rhyming words, itions, RECALLS detail fr "Identify characters, setting, and events in fiction.	Week 5 26 – 30 Sept A Story IDENTIFY where to stom text read aloud, Ct Identify characteristics of a persuasive text. Practice reading	Week 6 3 – 7 Oct There's Or What make art reading / sounds/pu MPARE, Makes PREDI "Identify the topic and central idea of a text.	Week 7 10 – 14 Oct ly One Mel s us Special? Inctuation, CLASSIFY pi CTIONS, UNDERSTAND Respond to text by drawing and writing. Recognize the	week 8 17 – 21 Oct tures by Initial sound, the meaning of a wore "Identify characters, setting, and events in fiction.	Into Reading P Week 9 24 - 28 Oct LOCATE HF words, BLE Vistory/prefix, NAME a "Identify the topic and central idea of an informational text.	Week 10 31 Oct – 4 Nov My Family, h My Comm What makes ND syllables in spoken picture of e.g. food/rr 'dentify the topic and central idea in an informational text.	Week 11 7 – 11 Nov My Community unity Heroes a community? words, DISTINGUISH w insport/clothes Beginn Recognize the features of a sentence. Identify characters,	Week 12 14 – 18 Nov ords with a sound / ing/middle/end Letter 'Identify the meaning of each poem. Identify rhythm	Week 13 21-25 Nov Learnin Wh from non-words/where sounds Same "Identify the meaning of each poem. Identify rhythm	Week 14 28 Nov – 2 Dec UAE National Heritage In Celebrations & National Let Story Picture Identify the topic and central idea of	Week 15 5-9 Dec onal Day JAE? HF correctly Word Identify charasetting, and ex
Theme Module Essential Question focab linked to MAP Shared Reading Skills and	Week 1 29 Aug – 2 Sept MATCH letter sound: FIND-LOCATE the let Characterization and Setting Print Concepts:	Week 2 5 – 9 Sept Curious abou What will I discov /words, RECOGNIZE le ter/word/information, "Identify characters, setting, and main events in	Week 3 12 – 17 Sept tt Kindergarten er in Kindergarten? etter sounds/words/HF UNDERSTAND prepos "Story Elements: Characters, Setting, Events	Week 4 19 -23 Sept Tell Mo words/rhyming words, titions, RECALLS detail fr "Identify characters, setting, and events in	Week 5 26 – 30 Sept A Story IDENTIFY where to sta om text read aloud, CC Identify characteristics of a persuasive text.	Week 6 3-7 Oct There's Or What make art reading / sounds/pu DMPARE, Makes PREDII "Identify the topic and central idea of a text.	Week 7 10 – 14 Oct Ily One Me! Is us Special? Inctuation, CLASSIFY pictTIONS, UNDERSTAND Respond to text by drawing and writing.	Week 8 17 - 21 Oct tures by initial sound, the meaning of a wore "Identify characters, setting, and events in	Into Reading P Week 9 24 - 28 Oct OCATE HF words, BLE //stony/prefix, NAME a "Identify the topic and central idea of an informational	Week 10 31 Oct – 4 Nov My Family, h My Commi What makes ND syllables in spoken in picture of e.g. food/tra ''ident central idea in an informational	Week 11 7 – 11 Nov My Community unity Heroes a community? words, DISTINGUISH w insport/clothes Beginn Recognize the features of a sentence.	Week 12 14 – 18 Nov ords with a sound / ing/middle/end Letter "Identify the meaning of each poem.	Week 13 21-25 Nov Learnin Wh from non-words/where sounds Same "Identify the meaning of each poem.	Week 14 28 Nov – 2 Dec UAE National Heritage In Celebrations & National Let Story Picture Identify the topic and central idea of	Week 15 5 - 9 Dec onal Day JAE? HF correctly Word Identify charac setting, and ev
Theme Module Essential Question Ocab linked to MAP Shale Reading Skills and	Week 1 29 Aug - 2 Sept MATCH letter sound: FIND-LOCATE the let Characterization and Setting Print Concepts: Book Orientation Match Pictures to	Week 2 5 – 9 Sept Curious abou What will I discov /words, RECOGNIZE le ter/word/information, "Identify characters, setting, and main events in fiction. Practice turning pages in a book. Match pictures to	Week 3 12 – 17 Sept t Kindergarten er in Kindergarten? etter sounds/words/HF UNDERSTAND prepos "Story Elements: Characters, Setting, Events Use Picture Clues Print Concepts:	Week 4 19 -23 Sept Tell Me words/rhyming words, ritions, RECALLS detail fr "Identify characters, setting, and events in fiction. Identify the front and back cover and title page of a	Week 5 26 – 30 Sept A Story IDENTIFY where to stoom text read aloud, CO Identify characteristics of a persuasive text. Practice reading left to right and	Week 6 3 - 7 Oct There's Or What make art reading / sounds/pu MPARE, Makes PREDII "Identify the topic and central idea of a text. Recognize that words are	Week 7 10 – 14 Oct ly One Mel s us Special? Incition, CLASSIFY pi CTIONS, UNDERSTAND Respond to text by drawing and writing. Recognize the features of a	week 8 17 - 21 Oct tures by Initial sound, the meaning of a word "Identify characters, setting, and events in fiction.	Into Reading P Week 9 24 - 28 Oct LOCATE HF words, BLE //story/prefix, NAME a "Identify the topic and central idea of an informational text. Recognize that words are made up of letters and	Week 10 31 Oct – 4 Nov My Family, h My Comm What makes ND syllables in spoken in picture of e.g., food/rrs "Identify the topic and central idea in an informational text. Identify the authors' purpose for creating the	Week 11 7 – 11 Nov My Community unity Heroes a community? words, DISTINGUISH w ansport/clothes Beginn Recognize the features of a sentence. Identify characters, setting, and events	Week 12 14 – 18 Nov rords with a sound / ing/middle/end Letter "Identify the meaning of each poem. Identify rhythm and rhyme in a	Week 13 21-25 Nov Learnin Wh from non-words/where sounds Same "Identify the meaning of each poem. Identify rhythm and rhyme in a	Week 14 28 Nov – 2 Dec UAE National Heritage In Celebrations & National Let Story Picture Identify the topic and central idea of	Week 15 5 - 9 Dec onal Day JAE? HF correctly Word Identify charac setting, and ev
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	29 Aug – 2 Sept	5 – 9 Sept	12 – 17 Sept	19 -23 Sept	26 – 30 Sept	3 – 7 Oct	10 – 14 Oct	17 – 21 Oct	24 - 28 Oct	31 Oct – 4 Nov	7 – 11 Nov	14 – 18 Nov	21 -25 Nov	28 Nov – 2 Dec	5 - 9 Dec
Reading Standards	RF. 3.c. Recognize of LQ: What is your nat 1. Trace the 2. Make the 3. Try find y	me? first letter. first letter with playdo our own name in the c	lassroom. opriately, holding them		RI.2.a. With prompting and support, retell familiar stories, including key details. RF.1.c. Understand that words are separated by spaces in print.	RL.1a. With prompting and support, ask and answer questions about key details in a text. LQ: What happened in the story? Activity: Shared Reading	RL3. a. With prompting and support, identify characters, settings, and major events in a story.	Ri. 2.a. With prompting and support, retell familiar stories, including key details. L5.c Apply words learned in classroom activities to real life examples (e.g., note places at school that are colorful, a place where we should be quiet, a place where we can run or should walk).	RI.2. a. With prompting and support, retell familiar stories, including key details.	L4a. With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad) LO: How do you feel? Talk about feelings, read a book about the different feelings.	RLS. a. Recognize common types of texts (e.g., storybooks, poems).	RLS. a. Recognize common types of texts (e.g., storybooks, poems).	Ri.2. a. With prompting and support, retell familiar stories, including key details.	RL3. a. With prompting and support, identify characters, settings, and major events in a story. LQ: What materials will you design to explain your story? Activity: Students to draw pictures or use blocks to model the story. (e.g., make a skyscraper out of blocks ofter listening to a book about cities or, following a read-aloud on animals, show how an elephant's galt differs from a	
Listening and Speaking Standards	Collaborative Discussion- LS.1. a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LQ: What did you like about school today? Activity: Review time with pictures of the student.	Social Communication: Introductions- LS2. a. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Social Communication: Greetings: L5.1. a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LQ: What did you like about school today? Activity: Review time with pictures of the student.	Following Directions LS.1.b Follow upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). LQ: why is it important to wait for your own turn during an activity?	Collaborative Discussion- LS.1. a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LQ: What did you like about school today? Activity: Review time with pictures of the student.	Asking for help- LS3. a. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Social Communication: Expressing Needs and Wants- LS.3. a. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Following Directions U.S.1. b Follow upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). LQ: why is it important to walt for your own turn during an activity?	Collaborative Discussion- LS.1. a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LQ: What did you like about school today? Activity: Review time with pictures of the student.	Collaborative Discussion: Listen Actively Lis.1. a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger group. Log: What did you like about school today? Activity: Review time with pictures of the student.	Collaborative Discussion: Respond in Complete Sentences- L6. a Speak audibly and express thoughts, feelings, and ideas clearly."	"Collaborative Discussion: Respond in Complete Sentences- LG. a Speak audibly and express thoughts, feelings, and ideas clearly."	Asking for help- LS.3. a. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	bunny's hop.) Social Communication: Introductions LS2. a. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Following Directions LS.1. b Follow upon rules for discussions (e.g., listening to others and taking turns seeking about the topics and texts under discussion). LQ: why is it important to wait for your own turn during an activity?

	Week 1 29 Aug – 2 Sept	Week 2 5 – 9 Sept	Week 3 12 – 17 Sept	Week 4 19 -23 Sept	Week 5 26 – 30 Sept	Week 6 3 – 7 Oct	Week 7 10 – 14 Oct	Week 8 17 – 21 Oct	Week 9 24 - 28 Oct	Week 10 31 Oct – 4 Nov	Week 11 7 – 11 Nov	Week 12 14 – 18 Nov	Week 13 21 -25 Nov	Week 14 28 Nov – 2 Dec	Week 15 5 - 9 Dec
Guided Writing Writing Focus & Standard:	facts about the topic, and provide some sense of closure. For example: Draw a picture about what you did in summer, in the weekend, over the holiday. explanatory texts in which they name what they are writing about and supply some information about the topic.				several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.				Review						
Shared Writing, Morning Message & Grammar Grammar Focus skill & Standard	Nouns for People L1. b. Use frequently occurring nouns and verbs.	Nouns L1.b. Use frequently occurring nouns and verbs.	Present-Tense Verbs L1. b. Use frequently occurring nouns and verbs.	Edit for Verbs L1. b. Use frequently occurring nouns and verbs. L5. d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Present-Tense Verbs L1. b. Use frequently occurring nouns and verbs.	Past Tense Verbs L1. b. Use frequently occurring nouns and verbs.	Adjectives for Color and Size LS. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Adjectives for Color and Size LS. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Nouns for Places and Things L1. b. Use frequently occurring nouns and verbs.	Capital Letters- 12. a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Adjectives for Shape and Number LS. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Edit for Adjectives and Articles L5. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Review		
Vocab Blending/ Rhyming words HF Words	Go on sound walks – Focus on the differer Soft sounds / Loud so Add vocab to sounds Sing rhyming songs	nt sounds they hear: ounds.	Play musical instruments – follow the rhythm – various beats – soft/loud Sing rhyming songs	SOS Song Sound Talk	Vocab: sausage sock sun souq snake star seashell spider sandcastle scorpion spoon ant apple ambulance abaya alligator airplane arrow astronaut	Vocab: tiger TV teddy tent table train turtle truck toothbrush popcorn penguin pirate palm pearls palace presents pizza pencil pineapple Rhyming/blending: sat at		Vocab: insect igloo instruments invitation iguana ink ice, ice cream, island nurse nest night newspaper notebook necklace nut net nose Rhyming/blending: oin sit	Vocab: mouse mummy mountain mosque moon map milk monkey money duck dog dinosaur desert date dhow dolphin drum doll Rhyming/blending: dad sit pin mat HF: I can		Vocab: garden girl goat gold globe guitar goose glass gate octopus orange ostrich Oryx oil rig, owl ox olive Rhyming/blending: dog dig HF: here	Vocab: caterpillar cake cat came! carrot cookie cow clock car kite key king kanjar khandora koala kangaroo kite kettle kitten Rhyming/blending: kit can dog dig	Vocab: duck chick sock sock, dock, hock, jock, lock, mock, rock, tock Rhyming/blending: sock HF: What		

					Rhyming/blending: as. HF: I see an	HF: can the a		HF: is				HF: yes		
Phonics standard					consonant.	n high-frequency w nt reader texts with	ords by sight (e.g., the	e, of, to, you, she, my, tanding.		y or many of the most	frequent sound for each	RF2a. With guida recognize rhymin Song: the cat sat Activity: Make an	ng words: Cat, bat, sat. on the mat	
K1 Phonics Focus skills (Follow SOS)	Focus on Hearing and ID sounds around you.	Focus on Hearing and ID sounds around you.	Focus on Hearing and ID sounds around you.	Introduction to SOS	sa	tp	Review	in	md	Review	go	ck	ck (ck)	

						N	Nathematics: K	G Aero CC Stand	dards						
	Week 1 29 Aug – 2 Sept	Week 2 5 – 9 Sept	Week 3 12 – 17 Sept	Week 4 19 -23 Sept	Week 5 26 – 30 Sept	Week 6 3 – 7 Oct	Week 7 10 – 14 Oct	Week 8 17 – 21 Oct	Week 9 24 - 28 Oct	Week 10 31 Oct – 4 Nov	Week 11 7 – 11 Nov	Week 12 14 – 18 Nov	Week 13 21 -25 Nov	Week 14 28 Nov – 2 Dec	Week 15 5 - 9 Dec
Theme				Tell M	e A Story			•		My Family, M	y Community			UAE National Heritage	
Module		Curious abou	ıt Kindergarten			There's O	nly One Me!			My Commu	nity Heroes		Learnin	ng Celebrations & Nation	al Day
ssential Q			ver in Kindergarten?				es us Special?	What makes a community? What Is Treasur							
VOCAB		AMES shapes 2D/3D,	IDENTIFY shapes 2D/3D				eight/size/height. CLA Number Orde			to categories, COUNT C ength Pattern		NDERSTAND location (b Flat Shapes (shape / c		between/ under/closest 'Square / Triangle), MATCHES
itandards	AERO.PK.CC.3 Identifi 0-10	y written numerals	AERO.PK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	AERO.PK.CC.4a. Wh say the number nam order, pairing each o only one number na name with one and o	es in the standard object with one and me and each number	AERO.PK.CC.6 Recognize the number of objects in a set without counting (Subsidizing). (Use 0-5 objects)	Review	AERO.PK.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to 10.	AERO.PK.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to 10. AERO.PK.CC.4b Recognize that the last number name said tells the number of objects counted.	AERO.PK.CC.4c Recog successive number na quantity that is one la	ime refers to a	determine greater t than, and equal to/s the number of object greater than, less th number of objects in	f objects up to 10, to har/more or less arme identify whether ts in one group is an, or equal to the n another group, e.g., nd counting strategies h up to 5 objects).		
cus number	1	2	3	4	5	6	7	8	9	10	11	12	13,14		
				19409-0100-010	The second secon	oval	star	heart	diamond	crescent				1	
cus shape	Circle	circle	square	triangle	rectangle	Ovai	star	white	black	creacent			UAE		

- 2. Reason abstractly and quantitatively. Begin to use numerals to represent specific amount (quantity) Begin to depend and inches an along part of the part of the

- 5. Use appropriate tools strategically. Begin to express their ideas and reasoning using words. Begin to look for and make use of structure. (Deductive Reasoning) Begin to look for patterns and structures in the number system and other areas of mathematics.
- 8. Look for and express regularity in repeated reasoning. Begin to notice repetitive actions in geometry, counting, comparing, etc.

						Science:	KG Aero Standa	ards / Engineeri	ng and Design							
	Week 1 29 Aug – 2 Sept	Week 2 5 – 9 Sept	Week 3 12 – 17 Sept	Week 4 19 -23 Sept	Week 5 26 – 30 Sept	Week 6 3 – 7 Oct	Week 7 10 – 14 Oct	Week 8 17 – 21 Oct	Week 9 24 - 28 Oct	Week 10 31 Oct – 4 Nov	Week 11 7 – 11 Nov	Week 12 14 – 18 Nov	Week 13 21 - 25 Nov	Week 14 28 Nov – 2 Dec	Week 15 5 - 9 Dec	
Theme				Tell Me	e A Story					My Family, N	Ay Community			UAE National Heritage		
Module		Curious abou	rt Kindergarten			There's C	only One Me!			My Commi	unity Heroes		Learning Celebrations & National Day			
Essential Q		What will I discov	er in Kindergarten?			What mak	es us Special?			What makes	a community?		What is Treasured in My UAE?			
KG 1 Aero Standard	matter exist as either Activity: Ice & water LQ: What will happen What hap How doe What is so What is lice	if you put ice under the pened to the ice? sit feel? slid? juid?	ies/sunlight-warms-the		move faster with a p LQ: What materials v Activity: Forces push	ush or a pull.		causes an object to	they need to survive LQ: What do plants What happens to a Activity: 'Plants nee		e sunlight or water? survive' (Investigate)		familiar plants and o them survive in the c LQ: Where do you th What lives in wat Why do fish live i What would happen	ink this animal lives?	nal parts to help	
HS KDI links			and processes in their of duse tools and technol				and processes in their sed on their experience	environment. Drawing es and observations.		ldren experiment to tes wledge about the natu			environment.	observe the materials as y: Children explore and		
Science & Engineering Practices	more information about the natural and/or designed world(s). (K- 2-ETS1-1)			Asking Questions and Defining Problems: Develop a simple model based on evidence to					Planning and Carrying Out Investigations: With guidance, plan and conduct an Asking Questions and Defining Problems					nd more information ab rld(s). (K- 2-ETS1-1) d Defining Problems: De	out the natural velop a simple model	

Cross cutting	Patterns	Cause and Effect	Patterns	Cause and Effect
concepts	Patterns in the natural world can be observed, used to describe phenomena, and used	Simple tests can be designed to gather evidence to support or refute student ideas	Patterns in the natural and human designed world can be observed and used as	Simple tests can be designed to gather evidence to support or
	as evidence.	about causes.	evidence.	refute student ideas about causes.
Disciplinary	PS1.A. Structure and properties of matter	ETS1. A. Defining engineering problems	LS1. C. Organization for matter and energy flow in organisms.	LS1.A. Structure and function
Core Idea	Different kinds of matter exist and many of them can be either solid or liquid. Matter	A situation that people want to change or create can be approached as a problem to be	All animals need food, air and water in order to live, grow and thrive. Animals obtain	All organisms have external parts. Different animals use their
	can be described, categorized and sorted by its observable properties.	solved through engineering. Such problems may have many acceptable solutions.	food from plants or from other animals. Plants need water, air and light to live, grow	body parts in different ways to see, hear, grasp objects, protect
			and thrive.	themselves, move from place to place and seek, find and take in
				food, water and air. Plants also have different parts (roots, stems,
				leaves, flowers, fruits) that help them survive and grow.

INQUIRY LEARNING - INTEGRATE ALL CURRICULAR AREAS (see the next page)

Science

- √ Inquiry Based Learning
- ✓ Problem-Based Activities
- ✓ Child initiated/choice

* Engineering Design Explained

- This concept must be applied to all units/themes this year.
- 1. Defining the problem begins in kindergarten as students learn that a situation people want to change can be thought of as a problem that can be solved
- 2. Developing possible solutions naturally flows from the problem definition phase. One of the most challenging aspects of this phase is to keep students from immediately implementing the first solution they think of and to think it through before acting. Having students sketch their ideas or make a physical model is a good way to engage them in shaping their ideas to meet the requirements of the problem.
- 3. Comparing different solutions may involve testing each one to see how well it solves a problem or achieves a goal. Consumer product testing is a good model for this capability. Although students in the primary grades should not be held accountable for designing controlled experiments, they should be able to think of ways of comparing two products to determine which is better for a given purpose In kindergarten students are expected to design and build simple devices

Follow the High Scope Philosophy Plan - Do - Review process.

Ensure the $\underline{\textbf{5}}$ ingredients of active learning is always present: Materials / Manipulation / Choice / Child Lang / Adult Scaffolding Think about what practices you can ask students to engage in that will allow

you to gather evidence of student thinking using these concepts? Consider these when planning instruction and assessment. Instruction and planning should be intentional.

							PE, Mu	sic and Art							
	Week 1 29 Aug – 2 Sept	Week 2 5 – 9 Sept	Week 3 12 – 17 Sept	Week 4 19 -23 Sept	Week 5 26 – 30 Sept	Week 6 3 – 7 Oct	Week 7 10 – 14 Oct	Week 8 17 – 21 Oct	Week 9 24 - 28 Oct	Week 10 31 Oct – 4 Nov	Week 11 7 – 11 Nov	Week 12 14 – 18 Nov	Week 13 21 -25 Nov	Week 14 28 Nov – 2 Dec	Week 15 5 - 9 Dec
PE	Locomotor (\$1.E1.K) Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	Locomotor (S1. E1. K) Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	(\$1. £3. K) Performs jumping and landing actions with balance. Note: This outcome applies to both horizontal and vertical jumping and landing.	Locomotor (S1. E3. K) Performs jumping and landing actions with balance. Note: This outcome applies to both horizontal and vertical jumping and landing.	Non-locomotor (\$1. E9. K) Rolls sideways in a narrow body shape.	Non-locomotor (S1. E9. K) Rolls sideways in a narrow body shape.	Non-locomotor (stability) (S1. E7. Ka) Maintains momentary stillness on different bases of support. (S1.E7.Kb)Forms wide, narrow, curled and twisted body shapes.	Non-locomotor (stability) (S1. E7. Ka) Maintains momentary stillness on different bases of support. (S1. E7. Kb) Forms wide, narrow, curled and twisted body shapes.	Movement Concepts (S2. E1. Ka) Differentiates between movement in personal (self- space) and general space.	Movement Concepts (S2.E1.Ka) Differentiates between movement in personal (self- space) and general space.	Movement Concepts (S2.E2.K) Travels in three different pathways.	Movement Concepts (S2.E2.K) Travels in three different pathways.	Dance (\$1.E5.K) Performs locomotor skills in response to teacher-led creative dance.	Dance (S.LES.K) Performs locomotor skills in response to teacher-led creative dance.	D Dance (\$1.E5.K) Performs (\$1.E5.K) Performs (\$1.E5.K) Performs to skills in response to teacher-led creative dance.
Art	variety of medi	a and techniques. tions and experiences,	nguage of art to commu			reness to the creative p at reflects personal obs		ce	design.	use the language of art elements of art and be			techniques	craftsmanship with ma ment with materials an of artwork.	
Focus: TBC	Drawings	Mixing paint	Mixing paint	Lines	Circles	Lines and circles	Self-portrait canvas	Self-portrait canvas	My country (landscape/buildin gs)	National animal	Rulers portraits	Pottery	Pottery	Flags	
Music Sing and play a varied repertoire of music	a. Echo a variety c	f short rhythmic and n	nelodic patterns	accuracy on age	a steady beat and appropriate rhythm aging, speaking, and instruments	c. Sing and play sin	pple songs		d. Maintain melo group	dic and rhythmic accur	, acy when singing in a		le harmonic songs on nts with appropriate	skills:	
Focus for music	Expectations	Body percussion	Body percussion	Moving to the beat	beat Moving to the Using instruments to make music			Local music / songs	Traditional instruments	Traditional songs		Prepare for	National Day		
Moral	Rules and Classroom Routines	Rules and Classroom Routines	Rules and Classroom Routines	Sharing is Caring	Everyone around me	Affection and appreciation	What is Fairness	I am sorry	My family	The importance of expressing feelings	Ways of expressing feelings	I like / I dislike What am I good at?	Caring for my country?	Leaders in the UAE- what makes a good leader? What is heritage?	Respecting Our Culture

				In planning remember to Include	de:	
Shared Reading Guided Reading Shared Writing Guided Writing Listening & Speaking Mathseeds Activities Mathematical Practices STEAM MAP Kumon Morning message	I! Read Aloud videos are not to be used. Read aloud must be done with an actual book! Music videos are not to be used to teach songs and rhymes.	Vocabulary must be added to the plan and catered to your children's needs. The vocab can be pre- determined but taught in action using pictorial vocabulary cards not just orally. Vocabulary cards must be prepared in advance.	Reading Genres: Poetry, Non-fiction, Fiction Fairytales, Nursery Rhymes/rhymes Ensure 2 different genres are used weekly – identify genre focus in weekly planning. Literacy: Role Play/Drama/Phonics Board- w words/ Persuasive language. Songs and Games	Shared Reading Reading for fun — Daily: end of day Read aloud. Drama: Story stage - Role Play Shared Writing Writing for different purposes. Model writing refer to how we write in KG Think aloud as they write	Engineering Design is used DENE THE ENGINEERING DESIGN TEAT ENGINEERING DESIGN TEAT PROCESS FINANCIA ENGINEERING TANGER ENGINEERING SWACHING SWACHING	Inclusion student Provision linked to IEP How will you show progression over the week and within the lesson