

OP PROGRAMME OF INQUIRY- EY2

EY2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Transdisciplinary Theme</b>	<b>Who we are</b> <b>An inquiry into</b> the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; <b>what it means to be Human.</b>	<b>Sharing the Planet</b> <b>An inquiry into</b> rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them;</b> access to equal opportunities; peace and conflict resolution.	<b>How do we organise ourselves</b> <b>An inquiry into</b> the interconnectedness of human-made systems and communities; <b>the structure and function of organizations;</b> societal decision-making; economic activities and their impact on humankind and the environment.	<b>How do we express ourselves</b> <b>An inquiry into</b> the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity;</b> our appreciation of the aesthetic.	<b>How the world works</b> <b>An inquiry into</b> the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles;</b> the impact of scientific and technological advances on society and on the environment.
<b>Unit Title</b>	<b>Me and My World</b>	<b>Plants</b>	<b>Belonging</b>	<b>Tell Me a Picture</b>	<b>Exploring Materials</b>
<b>Central Idea</b>	Every day we learn more about who we are, what we can do and the people around us.	Living things have specific needs in order to grow and stay healthy.	People play different roles in the communities to which they belong to.	Through art and design people express ideas and feelings	Finding out about the properties of materials helps us understand how they are used.
<b>Key and related concepts</b>	<b>Form: What is it like?</b> Everything has a form with recognizable features that can be observed, identified, described, and categorized. <b>Connection: How is it connected to other things?</b> We live in a world of interacting systems in which the actions of any individual element affect others. <b>Related concepts:</b> personal characteristics, similarities & differences, identity	<b>Causation: Why is it like this?</b> The effect brought about by an intended or unintended action or reaction. <b>Function: How does it work?</b> The special activities, properties or purposes, natural or endowed, of a creature or thing. <b>Related concepts:</b> growth, organism, system	<b>Function: How does it work?</b> Everything has a purpose, a role, or a way of behaving that can be investigated. <b>Form: What is it like?</b> Everything has a form with recognizable features that can be observed, identified, described, and categorized. <b>Responsibility: What is our responsibility?</b> People make choices based on their understanding and the actions they take as a result do make a difference. <b>Related concepts:</b> community, rules, interactions	<b>Perspective:</b> Various ways to express feelings and ideas <b>Connection:</b> What is art <b>Related concepts:</b> expression, imagination, interpretation and value	<b>Form: What is it like?</b> Most things have a form or shape with an outward or visible manifestation and an internal structure. <b>Change: How is it changing?</b> The concept of change, also described as transformation, is a pervasive concept in science. Change is an inevitable aspect of the physical world as things become different or pass from one form to another. It can be natural or brought about and accelerated by outside influences. <b>Related concepts:</b> Raw materials, characteristics, properties and uses of materials (solids, liquids)

<b>Lines of Enquiry</b>	<ul style="list-style-type: none"> <li>Who I am &amp; What I like</li> <li>How I am the same &amp; different from others</li> <li>The things I can do &amp; the things I want to do</li> </ul>	<ul style="list-style-type: none"> <li>The conditions plants need to stay healthy</li> <li>Characteristics of plants</li> </ul>	<ul style="list-style-type: none"> <li>Roles of people who are part of our community</li> <li>How people in their communities take care of people and the environment</li> <li>How communities are organised</li> </ul>	<ul style="list-style-type: none"> <li>Artistic movements and its characteristics (form)</li> <li>Various ways to express feelings and ideas (perspective)</li> <li>What is art (Connection)</li> </ul>	<ul style="list-style-type: none"> <li>Different materials and its characteristics</li> <li>Uses of materials</li> <li>Transforming materials</li> </ul>
<b>Subjects</b>	<a href="#">Social Studies</a>  <a href="#">PSPE Overview</a>	<a href="#">Science overview</a>  <a href="#">PSPE Overview</a>	<a href="#">Social Studies</a>  <a href="#">PSPE Overview</a>		<a href="#">Science overview</a>  <a href="#">PSPE Overview</a>
<b>Arabic B</b>	<p>listening and speaking:</p> <ul style="list-style-type: none"> <li>follow classroom directions and routines, using context cues</li> <li>use gestures, actions, body language and/or words to communicate needs and to express ideas</li> </ul> <p>viewing and presenting:</p> <ul style="list-style-type: none"> <li>use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</li> </ul> <p>reading:</p> <ul style="list-style-type: none"> <li>participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity</li> <li>recognize their own first name</li> </ul> <p>writing:</p>	<p>listening and speaking:</p> <ul style="list-style-type: none"> <li>follow classroom directions and routines, using context cues</li> <li>use gestures, actions, body language and/or words to communicate needs and to express ideas</li> <li>repeat/echo single words</li> <li>name classmates, teachers and familiar classroom and playground objects</li> </ul> <p>viewing and presenting:</p> <ul style="list-style-type: none"> <li>use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</li> <li>attend to visual information showing understanding through play, gestures, facial expression</li> <li>select and incorporate colours, shapes, symbols and images into visual presentations</li> </ul> <p>reading:</p>	<p>listening and speaking:</p> <ul style="list-style-type: none"> <li>follow classroom directions and routines, using context cues</li> <li>use gestures, actions, body language and/or words to communicate needs and to express ideas</li> <li>repeat/echo single words</li> <li>name classmates, teachers and familiar classroom and playground objects</li> <li>interact effectively with peers and adults in familiar social settings</li> <li>tell their own stories using words, gestures, and objects/artifacts</li> </ul> <p>viewing and presenting:</p> <ul style="list-style-type: none"> <li>use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</li> <li>attend to visual information showing understanding through play, gestures, facial expression</li> <li>select and incorporate colours, shapes, symbols and images into visual presentations</li> <li>observe visual cues that indicate context; show understanding by matching pictures with context</li> </ul>	<p>listening and speaking:</p> <ul style="list-style-type: none"> <li>follow classroom directions and routines, using context cues</li> <li>use gestures, actions, body language and/or words to communicate needs and to express ideas</li> <li>repeat/echo single words</li> <li>name classmates, teachers and familiar classroom and playground objects</li> <li>interact effectively with peers and adults in familiar social settings</li> <li>tell their own stories using words, gestures, and objects/artifacts</li> <li>use single words and two- word phrases in context</li> <li>understand simple questions and respond with actions or words</li> </ul> <p>viewing and presenting:</p> <ul style="list-style-type: none"> <li>use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</li> <li>attend to visual information showing understanding through play, gestures, facial expression</li> </ul>	<p>listening and speaking:</p> <ul style="list-style-type: none"> <li>follow classroom directions and routines, using context cues</li> <li>use gestures, actions, body language and/or words to communicate needs and to express ideas</li> <li>repeat/echo single words</li> <li>name classmates, teachers and familiar classroom and playground objects</li> <li>interact effectively with peers and adults in familiar social settings</li> <li>tell their own stories using words, gestures, and objects/artifacts</li> <li>use single words and two- word phrases in context</li> <li>understand simple questions and respond with actions or words</li> <li>listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words</li> <li>join in with poems, rhymes, songs and repeated phrases in shared books</li> </ul> <p>viewing and presenting:</p>

	<ul style="list-style-type: none"> <li>experiment with writing using different writing implements and media</li> </ul>	<ul style="list-style-type: none"> <li>participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity</li> <li>recognize their own first name</li> <li>listen attentively and respond to stories read aloud</li> <li>join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.</li> </ul> <p>writing:</p> <ul style="list-style-type: none"> <li>experiment with writing using different writing implements and media</li> <li>begin to discriminate between letters/characters, numbers and symbols</li> <li>write their own name independently.</li> </ul>	<ul style="list-style-type: none"> <li>locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television</li> </ul> <p>reading:</p> <ul style="list-style-type: none"> <li>participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity</li> <li>recognize their own first name</li> <li>listen attentively and respond to stories read aloud</li> <li>join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.</li> <li>enjoy listening to stories</li> <li>show curiosity and ask questions about pictures or text</li> </ul> <p>writing:</p> <ul style="list-style-type: none"> <li>experiment with writing using different writing implements and media</li> <li>begin to discriminate between letters/characters, numbers and symbols</li> <li>write their own name independently.</li> <li>show curiosity and ask questions about written language</li> </ul>	<ul style="list-style-type: none"> <li>select and incorporate colours, shapes, symbols and images into visual presentations</li> <li>observe visual cues that indicate context; show understanding by matching pictures with context</li> <li>locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television</li> <li>reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise</li> <li>listen to terminology associated with visual texts and understand terms such as colour, shape, size.</li> </ul> <p>reading:</p> <ul style="list-style-type: none"> <li>participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity</li> <li>recognize their own first name</li> <li>listen attentively and respond to stories read aloud</li> <li>join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.</li> <li>enjoy listening to stories</li> <li>show curiosity and ask questions about pictures or text</li> <li>indicate printed text where the teacher should start reading</li> <li>handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end</li> </ul> <p>writing:</p> <ul style="list-style-type: none"> <li>experiment with writing using different writing implements and media</li> <li>begin to discriminate between letters/characters, numbers and symbols</li> <li>write their own name independently.</li> <li>show curiosity and ask questions about written language</li> <li>differentiate between illustrations and written text</li> <li>use their own experience as a stimulus when drawing and "writing"</li> </ul>	<ul style="list-style-type: none"> <li>use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</li> <li>attend to visual information showing understanding through play, gestures, facial expression</li> <li>select and incorporate colours, shapes, symbols and images into visual presentations</li> <li>observe visual cues that indicate context; show understanding by matching pictures with context</li> <li>locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television</li> <li>reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise</li> <li>listen to terminology associated with visual texts and understand terms such as colour, shape, size.</li> <li>make personal connections to visual texts, for example, a picture book about children making friends in a new situation</li> </ul> <p>reading:</p> <ul style="list-style-type: none"> <li>participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity</li> <li>recognize their own first name</li> <li>listen attentively and respond to stories read aloud</li> <li>join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.</li> <li>enjoy listening to stories</li> <li>show curiosity and ask questions about pictures or text</li> <li>indicate printed text where the teacher should start reading</li> <li>handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end</li> <li>begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words</li> <li>distinguish between pictures and written text, for example, can point to a picture when asked</li> </ul>
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					<p>writing:</p> <ul style="list-style-type: none"><li>• experiment with writing using different writing implements and media</li><li>• begin to discriminate between letters/characters, numbers and symbols</li><li>• write their own name independently.</li><li>• show curiosity and ask questions about written language</li><li>• differentiate between illustrations and written text</li><li>• use their own experience as a stimulus when drawing and "writing"</li><li>• show an awareness of sound-symbol relationships and begin to recognize the way that some familiar sounds can be recorded</li></ul>
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