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| **nit Of Inquiry**  **Term 1**  **2017** | **LANGUAGE** | **MATHEMATICS** | **LANGUAGE STUDY** | **PSPE** | **THE ARTS** | **Library** | **SCIENCE/ SOCIAL STUDIES** |
| **Transdisciplinary Theme:**  **WHO WE ARE.**  **An inquiry into the nature of the self; beliefs and values: personal, physical, mental, social and spiritual health: human relationships including families, friends; what it means to be human**  **Central Idea :**  **As human grow**  **changes occur.**  **Inquiry Lines:**  **Names of some of my external body parts.**  **Functions of some of my external body parts**  **(internal basic Heart)**  **Ways we can measure and monitor our growth and changes.** | **ORAL LANGUAGE (listening and speaking)**  **Developing speaking and listening skills to explore how to use language to communicate effectively**  **VISUAL LANGUAGE (viewing and presenting)**  **Personal presentations, being able to stand up in the class and perform a item.**  **Group work relating to Programme of Inquiry.**  **WRITTEN LANGUAGE**  **(reading and writing)**  **Experimenting with different writing tools.Assigning messages to their own symbols.**  **Attempt writing their first name (secret writing)**  **Developing independent reading skills by choosing books to share and talk about pictures and make their own predictions.**  **Individual and group shared reading**  **Development of reading strategies.**  **Elements of a book.**  **Part of story (Focus: Beginning/End)** | **DATA HANDLING**  **With assistance, answers simple yes/no questions to collect information.**  **MEASUREMENT**  **Has an awareness of the days of the week and is learning to recall them in order.**  **SHAPE AND SPACE**  **Recognises and describes some two-dimensional objects in the environment.**  **PATTERN AND FUNCTION**  **Copies, continues and creates simple patterns, involving objects and drawings.**  **NUMBER**  **Makes connections between numerals and quantities up to 5.**  **Developing an understanding of zero.** | **Fijian Studies**  **Demonstrate**  **Comprehension of Fijian words and phrases by following routine classroom instructions, using single words or very short phrases.**  **Introduction**  **Greetings-Bula, Yadra , Moce**  **Music and movement with the lali**  **Drawing and colouring**  **Action songs and meke- Uluqu, tabaqu, duruqu, yavaqu. Drau ni uto buta toka.** | **ACTIVE LIVING**  **Understand how their bodies change as they grow.**  **Eye hand coordination**  **IDENTITY**  **Opinion (Self Concept)**  **Movement to music**  **Similarities and differences.**  **INTERACTIONS**  **Interact and play together**  **Play safe**  **Share and talk about how they feel.**  **INTRO TO PE/PLAY GYM/RUNNING AND GAMES**  **Emphasis on basic rules/structure and learning to respond to whistle commands.** | **VISUAL ARTS: RESPONDING/ CREATING**  **Introduction to a variety of art materials in a variety of colours.**  **Students will begin to identify, mix, and match colours.**  **Students will create cooperatively and individually.**  **Students will respond to stories, music, and images to better understand colour in the world around us.**  **Music: Responding /Creating**  **Develop listening skills, identify musical instruments – explore colour**  **texture, shape, form and space in**  **two and three dimensions;**  **– explore creating and changing sounds**  **– sing songs, recognise repeated sounds and**  **sound patterns;**  **– respond with their bodies to what they hear;**  **– use their imagination in music, stories and dance;**  **– respond in a variety of ways to what they see,**  **hear, smell, touch and feel;**  **– express and communicate their ideas and**  **feelings through the variety of songs, music,**  **sound makers and stories in the activities.**  **DANCE:**  **RESPONDING/ CREATING**  **Express themselves through movement**  **DRAMA:**  **RESPONDING/ CREATING**  **Express themselves physically and vocally.**  **Expose to a variety of dramatic forms of role play, creative movement and puppetry.**  **ICT**  **ECH and Reception children have access to the wonderful world of computers and ipads in the classroom. The ICT programmes will be used to enhance other curriculum areas including the units of inquiry taught in the classrooms. Over the year the students will learn how to use the hardware efficiently. They will use software and apps to develop their graphical skills, basic word processing.** | **LIBRARY SKILLS:**  **Library tour and Check out procedure**  **Have a concept of a book and an awareness of some if its structural elements.**  **Book Care Book titles and authors**  **Literature Awareness**  **In traduce story elements**  **Weekly book exchange: choose and “read” picture books for pleasure.**  **Book care / responsibility**  **Turning pages carefully.**  **Book care/**  **responsibility**  **No rain, food,**  **animals, babies or crayons**  **Return books on time**  **Compensate for damaged or lost books.** | **SOCIAL STUDIES**  **(strand?)**  **Organise themselves.**  **Recognise important events in their own lives.**  **SCIENCE**  **(strand?)**  **Develop their observational skills by using their senses.**  **Recognise changes.** |