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| **Unit Of Inquiry** | **LIBRARY** | **LANGUAGE** | **MATHEMATICS** | **FIJIAN/HINDI** | **PE** | **VISUAL ARTS** | **SCIENCE** | **SKILLS** |
| **Transdisciplinary Theme:**  **How we express ourselves.**  **Central Idea :**  **Play is an approach to express ourselves artistically.**  **Inquiry Lines:**   * **Communicating through play..** * **Imaginative use of everyday materials.** * **Games and toys**   **Concept:**  **Form**  **Function** | **LIBRARY SKILLS**  **Reading connections, story response**  **Listen, make connections, prediction and respond to stories based on well-known characters, themes, plots, and settings.**  Follow up on **Check out procedures and book care responsibility.**  **Book titles and authors**  **Identify book titles and authors.**  **Identify parts of a book: front cover, back cover, spine**  **Stand-alone; UOI will be integrated through library skills activities.** | **WRITING**  **Early Childhood 1 – Vonu’s-Term 2, Overview, 2017**  **Show an understanding of sound/symbol relationship.**  **Assigning messages to their own symbols.**  **Tells adult what to write.**  **Feel confident about attempting to write their first name.**  **Orally recounts own experience.**  **READING**  **Make links between personal experiences and storybook characters.**  **Join in the reading of familiar stories.**  **Reads text from memory or invents meaning (the meaning may change each time.)**  **Recognises own name in print (Begin to know letter of their first name.)**  **Individual and group shared reading**  **Development of reading strategies.**  **Elements of a book**  **Parts of a story (Focus: Beginning and end of a story )**  **SPEAKING AND LISTENING**  **Listen attent6ively and respond in small and large group situations.**  **Listen with understanding.**  **Join in discussions.                                                 PRESENTING AND VIEWING**  **Personal presentations**  **Group work relating to Program of Inquiry** | **MATHS LITERACY**  **Measurement:**  **Identify, compare and sequence events in their daily routine:**  **Before, after**  **Bedtime**  **Story time**  **Today, tomorrow**  **Number:**  **Read and model numbers to five.**  **Count, order and compare numbers to five.**  **Model number seven**  **Seven,seven, it is pointy on top,**  **Seven, seven a big karate chop 7**  **Pattern and function:**  **Find and describe simple patterns.**  **Data Handling:**  **Discuss and identify outcomes that will happen, might happen.**  **Shape and Space:**  **Sort, describe and compare 2-D and 3-D shapes according to their attributes such as shape and form.** | **ORAL LANGUAGE (Listening and Speaking)**  **Demonstrate comprehension of Fijian words and phrases by following routine classroom instructions, using single words or very short phrases,**  **~ able to**  **us** **e these greetings themselves and repeat them accurately.**  **~ respond to instructions correctly**  **~ recognize and articulate Fijian letter/vowel sounds correctly**  **~ hands on activities include cut & paste, finger/hand printing, colouring and craft work** | **ACTIVE LIVING:**  **\*awareness of how exercises have an impact on their wellbeing.**  **IDENTITY:**  **\*Awareness of how they are similar and different from others**  **INTERACTIONS:**  **\*Play and engage with others,cooperating & communicating during play/games.**  **Developing their Fundamental Motor Skills associated with rolling and trapping a moving ball, bouncing and catching, running and introductory tagging games focusing on spatial awareness and familiarity of rules for understanding basic games.** | **RESPONDING:**  **~communicate their ideas, feelings and experiences through art.**  **~ Recognise many ways of enjoying art.**  **CREATING**  **~ Creating an art work from using their own experiences and imagination.**  **~ Recognition of symbols and representations**  ***Discovering Texture***  **Students will:**  **-enjoy looking at textures in historical and contemporary art**  **-be introduced to textural, collage, and 3D elements**  **-create art work as a response to a variety of provocations** | **SCIENCE:**  **~ develop observational skills using their senses.**  **Tasting: Sweet/Sour**  **Salt, lime and sugar.**  **Place black piece of paper over a branch in a pot plant leave for seven days**  **Look through binoculars and draw what they see.**  **~communicate ideas and explain in their own scientific experience and vocabulary.**  **Air**  **Colourless, invisible**  **Blow objects with straws.** | **SOCIAL SKILLS**  **~ Accepting responsibility.**  **~ Respecting others.**  **~ Co-operating.**  **~ Resolving conflict.**  **COMMUNICATIONSKILLS**  **~ Listening**  **~ Speaking**  **~ Non-verbal communication**  **SELF-MANAGEMENT SKILLS**  **~ Gross motor skills.**  **~ Fine motor skills.**  **~ Spatial awareness.**  **~ Organisation.**  **~ Time management.**  **~ Safety.**  **~ Healthy lifestyle**  **~ Codes of behaviour.**  **~ Informed choices.** |