



Early Years 3 IB PYP NEWSLETTER

Dear Parents and Guardians,

Some reflections from our first Unit of Inquiry: During our last unit we inquired into the importance of friendship and how they enrich our lives. It was a great way to start the year, making new friends and sharing new experiences with them.



SHARING THE PLANET:

An inquiry into rights and responsibilities in the struggle to share finite resources with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution

During this Unit of Inquiry the students will be exploring into Sharing finite resources with other living things. They will become aware of how water is a resource that needs to be protected. They will explore its form and function. How and what we use and need water for. Students will be encouraged to take action in protecting, conserving and raising awareness of how we can save water.

CENTRAL IDEA:

The preciousness of water encourages people to investigate ways to conserve it.



UPCOMING DATES & EVENTS:

November 10 -
International Day

November 16 - Staff
Work Day- No school for students

November 30 Afternoon Activities
end

December 4 Founders Day

December 7 - Last Day of the
Semester (13:30 dismissal for
students)



An Inquiry into:

- The purpose of water
- Why water is precious
- How to save and conserve water

Key Concepts:

Function, Connection,
Causation

IB Learner Profile traits:

Caring
Inquires
Thinkers
Knowledgeable

Attitudes: **Appreciation**

Integrated subject focus:

Science and Art

Social Studies: Resources & the
Environment

Related concepts:

Conservation, consumption

Transdisciplinary skills:

- **Communication skills:** Communicating their ideas as to why we should take action - share the value of water with the school community
- **Research skills:** Observing - using all the sense to notice relevant details
- **Organising data:** sorting and categorizing information, arranging into understandable forms.
- **Accepting responsibility:** Acting on and suggesting ways they can help protect water.
- **Thinking skills:** Grasping meaning of what water is and communicating and interpreting what, why and how it is needed, important and to conserved.

MULTI SENSORY PROGRAM

What is multi-sensory learning? Multi-Sensory learning involves using all the senses. The senses are very important for learning, inquiring and making sense of the world around us. Our eyes, ears, taste buds, nose and skin are truly windows to the world. They help us know and understand the world around us in a whole and complete way. We are designed to learn through all the senses. Inability to use and experience even one of these sensations, affects the way we perceive the world. On the other hand, using as many sensations as possible helps us to learn and understand better. Research has shown multi-sensory learning is the best way to teach and introduce concepts to children. Teachers plan play based learning experiences:

- Physical development - Gross Motor
- Physical development - Fine Motor
- Visual Perception
- Personal, social & emotional
- Working memory
- Expressive Arts & design
- Language
- Mathematics

All these are explored through a play based, multi-sensory way - using our inside and outside learning environment to enhance understanding of the world around us and senses needed to be developed to support learning.

Physical Development:

GROSS MOTOR

- Body awareness
- Core strengthening
- Midline crossing
- Balance and rhythm

FINE MOTOR

- Hand strengthening
- Eye hand coordination - when sorting, posting, manipulating objects
- Motor planning
- Motor control

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

VISUAL PERCEPTION

- Visual discrimination
- Visual/spatial awareness
- Visual foreground/background discrimination
- Visual analysis and synthesis

WORKING MEMORY

- Visual working memory
- Auditory working memory
- Spatial working memory

Personal, Social and Emotional development: (Elements of play)

Making relationships:

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Self-confidence & Self awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

Sense of community

- Have an awareness of, and show interest and enjoyment in, cultural and religious differences

Managing feelings and behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them

Expressive Art & Design

Explore Media and Materials

- Explore what happens when they mix colours
- Understand that different media can be combined
- Make constructions, collages, paintings, drawings and dances

Music

- Begin to build a repertoire of songs
- Explore the different sounds of instruments
- Begin to move rhythmically

Imagination

- Use their imagination in art and design, music, dance, imaginative and role play and stories
- Introduce a storyline or narrative into their play
- Play alongside other children who are engaged in the same theme

Responding and Expressing and Communicating ideas

- Respond in a variety of ways to what they see, hear, smell, touch and feel
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instrument

Mathematics

Numbers

- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects and beyond.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up

Shape, Space and Measurement

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.

- to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

- Orders and sequences familiar events



Language

Receptive

Listening and Attention

- Maintains attention, concentrates and sits quietly during
- appropriate activity.
- Two-channelled attention – can listen and do for short span.

Understanding

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Expressive

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Phonology, articulation, motor speech skills

- Expresses self using speech that is understood by all

Phonological Awareness

Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in cvc words (c = consonant v = vowel e.g. c_a_t) and blend them together.

Writing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.

Letter sound correspondence will include:

Set 1: c, a, o, d

Set 2: g, h, l, m

Set 3: t, i, r, u

Set 4: f, n, e, s

Set 5: p, w, y, z, j

Set 6: q, y, b



ICT & MEDIA

The students use iPads in the classroom to explore educational apps that allows them to deeper their understanding of concepts learned in class. The students take photos of their own work and can post these on Seesaw. On Seesaw they also do activities either unit related or math and language related. During the unit students will use Shadow puppet Edu to create a portfolio of their understanding and knowledge about water conservation.

Please visit Mr. Danai's blog spot <http://wis-ict.blogspot.com/>



WHAT'S HAPPENING IN SPECIALIST CLASSES?

Art:



Ms. Genie Albrecht



The Art Central Idea is:
Different shapes and forms of water, including life around these water sources, can be represented through various art media.

We will be exploring various techniques with household materials/substances and paint to illustrate a variety of water forms: the ocean, waterfalls, rivers, snow and ice, lakes and ponds, swimming pools, etc.

By the end of this unit the students will have demonstrated their knowledge of a variety of painting and drawing techniques together with their final illustrations which we will be exhibiting in the art room.

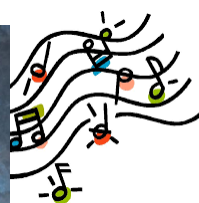


Drama:

Ms Junelle Stroh

Students will use physical theatre to demonstrate the different forms the water cycle takes on.

Through movement and dance they will explore how we can create a variety of moods on stage using music and lights. We will use these performances as a starting point to compare it with the styles of our own cultures through folktales.



Music:

Mrs. Michelle Du Preez

During our next unit we will continue in class with basic quarter and eight beat rhythms. Students will create their own basic 4 bar rhythms using quarter and eight beat rhythms.

They will have the opportunity to listen to some music from; *Carnival of the Animals* by Saint Saens. Our main focus will be Aquarium. Different activities and illustrations, such as, movement and listening maps will be used in class to illustrate various elements and instrumentation used for this specific movement.



Physical Education:

Mr. Naftal Chivure

Moving and Handling: Gross motor skills

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.



French:

Mrs Laetitia Borroni

Early Years DC Semester 1



Portuguese:

Ms Jaqueline Ferreira

Early Year DS - Semester 1



Throughout this unit the students will learn numbers from 1 to 12 through traditional songs. We will explore colours using various materials, such as play dough and paint.

We will be having a joint Portuguese and French weekly lesson where the children will learn and share their knowledge of the different French and Portuguese cultures. This will involve food, traditional dances, interesting facts about the countries and they will have the opportunity to compare both.

How can families be involved in the learning ?

Here at WIS we encourage a collaborative approach to supporting student learning. We love parents to be in touch and involved in how their child is learning. We are looking forward to working with your child and getting to know you better.

We encourage your input as a collaborative learning community
Please click [here](#) to see how you can support your child at home.

Kind regards

Ms Deidré, Ms Debi, Ms Elizabeth and Ms Qaanita
Early Years 3 Team