



Early Years 2 IB PYP NEWSLETTER

Dear Parents and Guardians,

Some reflections from our second Unit of Inquiry:

During this unit, "How We Organise Ourselves", the students discussed about the different kinds of families and which kind of family they have. They explored the roles within the family through role play, stories and songs. The students gained an understanding that no matter which kind of family you have, your family will always be important and will always be a part of your life. They have collaborated and gained a sense of family and togetherness in class during the various activities done. In general, the students enjoyed this unit a lot and felt proud sharing their personal experiences with their families.



Our next unit:

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, communities and cultures; rights and responsibilities; what it means to be human.

Central idea:

“Using our senses helps us explore and understand the properties of the world around us”

During this unit the students will inquire.....

Throughout the unit the students will use their senses to assist and guide them in their learning. They will be observing and interacting with the world around them to explore their senses and to gather data and information that they will need to share back to class. They will be doing experiments inside and outside involving smelling, hearing, tasting, seeing and touching. This inquiry will help them to make deeper connections with the world around them through investigation and exploration.

Lines of Inquiry:

An inquiry into:

- How I use my senses
- How senses help me interact with the world
- How senses impact our lives

Key Concepts:

- Form
- Connection
- Causation

Integrated subject focus:

Science: Living Things, Materials and Matter

Related concepts:

Biology, systems, properties and uses of materials

IB Learner Profile traits:

- Risk-taker
- Caring
- Balanced
- Curiosity
- Empathy



Approaches to Teaching & Learning Skills:

SELF – MANAGEMENT:

- ❑ States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)

RESEARCH

- ❑ Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)

THINKING

- ❑ Critical-thinking skills (analysing and evaluating issues and ideas)
- ❑ Creative-thinking skills (generating novel ideas and considering new perspectives)
- ❑ Information transfer (Using skills and knowledge in multiple contexts)

COMMUNICATIONS

- ❑ Exchanging-information skills (listening, interpreting, speaking)
- ❑ ICT skills (using technology to gather, investigate and communicate information)

Social skills:

- ❑ Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)

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
- Language
- Mathematics
- Expressive Arts & design

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

Physical Development:

FINE MOTOR

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

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 and social emotional Social development: (Elements of play)

Making relationships:

- Form good relationships with adults and peers
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously



Self-confidence & Self awareness

- Show increasing independence in selecting and carrying out activities
- Show confidence in linking up with others for support and guidance
- Respond to significant experiences, showing a range of feelings when appropriate
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- Have a developing respect for their own cultures and beliefs and those of other people

Sense of community

- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect

Managing feelings and behaviour

- Understand what is right, what is wrong, and why
- Consider the consequences of their words and actions for themselves and others

Expressive Art & Design

Explore Media and Materials

- Uses various construction materials
- Beginning to be interested in and describe the texture of things
- Explores colour and how colours can be changed

Music

- Enjoys joining in with dancing and ring games
- Sings a few familiar songs
- Imitates movement in response to music
- Taps out simple repeated rhythms
- Explores and learns how sounds can be changed

Moving and Handling

- Beginning to move rhythmically.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- Joins construction pieces together to build and balance

Imagination

- Use their imagination in art and design, music, dance, imaginative and role play and stories
- Use one object to represent another, even when the objects have few characteristics in common
- Use available resources to create props to support role play
- Develop a repertoire of actions by putting a sequence of movements together
- Enjoy stories based on themselves and people and places they know well
- Engage in imaginative and role play based on own first-hand experiences

Responding and Expressing and Communicating ideas

- Respond in a variety of ways to what they see, hear, smell, touch and feel
- Further explore an experience using a range of senses
- Begin to use representation as a means of communication
- Describe experiences and past actions, using a widening range of materials
- 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 instruments

Language

Receptive

Listening and Attention

Understanding

- Maintains attention, concentration and sits quietly during appropriate activity.
- Responds to instructions involving a two-part sequence
- Two-channelled attention- can listen and do for short span
- Understands humor, e.g. nonsense rhymes, jokes

Expressive

Speaking

- Uses intonation, rhythm and phrasing to make the meaning clear to others
- Uses vocabulary focused on objects and people that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'

Phonological Awareness

Reading

- Awareness of rhyme and alliteration
- Recognises familiar words and signs such as own name and advertising logos
- Looks at books independently
- Handles books carefully
- Knows information can be relayed in the form of print



Phonological Awareness

Writing

- Gives meaning to marks as they draw, write and paint.
- Begins to break to flow of speech into words
- Continues a rhyming string
- Hears and says the initial sound in words

Mathematics

Numbers

- Can count out objects up to 5 and produce a group of five objects.
- Identifies and uses ordinal numbers from "first" to "tenth."
- Can compare by counting, even when the larger collection's objects are smaller.
- Can verbally label all arrangements to five shown only briefly.
- Knows that a whole is bigger than parts, but does not accurately quantify.

Patterns

- Can extend simple patterns.

Data Handling

- Can sort consistently and exhaustively by an attribute, given or created. This child can use terms "some" and "all" meaningfully.

Measurement

- Can order lengths, marked in one to six units.

Shape and Space

- Recognizes angles as separate geometric objects
- Are able to recognize most basic shapes and prototypical examples of other shapes, such as hexagon, rhombus (diamond), and trapezoid.
- Composes shapes with anticipation ("I know what will fit!"). A child at this level chooses shapes using angles as well as side lengths. Rotation and flipping are used intentionally to select and place shapes.
- Looks for differences in attributes, examining full shapes, but may ignore some spatial relationships.
- Can perform slides and flips, often only horizontal and vertical, by using manipulatives.



ICT & MEDIA

The **ICT** will be integrated with the daily activities in class. We will be using the Smart TV, iPads and any other technology that will be appropriate to the daily/weekly/ unit objectives that we have. Towards the end of the unit, the students will be using the SuperHero App to create an interactive book that shows their understanding of the lines of inquiry and the central idea.

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



What's happening in Specialist Classes?

Art:



Ms. Genie Albrecht

With the new art unit we are *Making sense of Art Senses* referring to touch and feel as well as sight.

Students will be explaining their feeling of paint on their hands as well as touching various other surfaces and art materials. We are finding special words to describe the texture and feeling.



Drama:

Ms Junelle Stroh

The students will be exploring the book "Brown Bear, Brown Bear, What do You See?" by Bill Martin.

We will extend the story to all the different senses and create our own things we experience. Through our discoveries the class will 'write' a new senses story through modes of expression to prepare a performance.

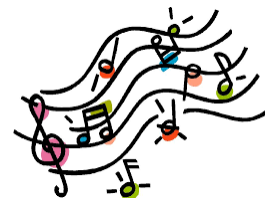


Music:

Mrs. Michelle Du Preez

Students will continue weekly with various rhythmic patterns and starting to notate them on paper.

We will explore with various music instruments such as strings and wind instruments. We will also be looking at sheet music and what musicians use to play on their instruments.



Physical Education



Mr. Edwin Chinyemba

In PE students are exploring the larger school campus and the big field which can be terrifying for some of them. There is a walking trail around campus that has been established and students have an opportunity to walk on it. In the PE hall students are continually exploring how to play with each other safely and be comfortable with physical activity. Students are also exploring how to work together without use of some of the senses.



Upcoming Dates & events:

January 30 - AGM 6:00 pm

January 31-February 1 - Diskonto Books



February 13 - School Nurses Visit (Grades 1-5)

February 18-22 Book Week

February 21 - International Mother Language Day

February 23 - # Edu 2019 Tech Camp

February 28 - Digital Learning Day

March 8 - International Women's Day

March 8 - Secondary Musical

March 15 - End of Term 3

March 16-24 - March Break (No School)

March 21 - Independence Day

March 28 - Student-Led Conferences (one day only)

April 10-12 - Grade 5 PYP Exhibition

April 19 - Good Friday (No School)

April 22 - Easter Monday (No

School)

April 22 - Earth Day

April 27 - PTA Family Braai/Earth Day Celebration

May 1 - Workers Day (Wednesday) (No School)

May 4 - Cassinga Day (Saturday)

May 25 - Africa Day (Saturday)

May 30-31 Ascension Day (Thursday) No School (Friday) (No School)

June 1 - International Children's Day

June 5 - World Environment Day

June 7 - After School Activities End

June 15 - Day of the African Child

June 19 - Last Day of School

June 20-21 Staff Work Days



How can families be involved in the learning ?

In this unit we are working on developing children's abilities to take in information about the world through sight, hearing, smell, taste and touch. We will take walks around the school, go on scavenger hunts and engage in many other activities where children use their senses. At home you can ask your child about some of the things outside of school or at home that we use that involve our senses, for example, sunglasses to protect us from the glaring sun; or talk about how we use our senses of sight, smell and hearing to stay safe. You can ask questions such as, "How do we use our sense of hearing when we are on the road?" You can also support your students by helping them prepare the unit related items that they will need for class sharing.

Reminders:

- Please email us, if you have any concerns
- Inform us and the reception (reception@wis.edu.na) if your child is absent
- Please drive carefully in the car park and only park in the designated parking areas
- Follow our updates about the unit (PYP Newsletter, Blog post, Sharing Time)

Kind regards,

Ms Sonandre, Ms Gisela, Ms Virginia and Ms Ingrid
Early Years 2 team