



SUBJECT	Standards and Skills Assessed	Study Resources
<p>March 14th Art</p>	<p>Standards/Skills to be assessed: Standards/Skills to be assessed:</p> <ul style="list-style-type: none"> • <u>Notice, Respond, Engage:</u> • Notice and communicate about objects or forms that appear in art. Child to explain his/her work, or noticing and talking about some simple details in different pictures • Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them. • When the child makes/draws something he/she can talk about and name the work i.e Child to know what her/his work is • Enjoy and engage with displays of visual art, inside or outside the classroom. Child to be proud of his/her works to hang it on different places. • Begin to express preferences for some art activities or materials. <ul style="list-style-type: none"> ○ "To choose the right materials when doing some work like the right colors" • <u>Develop Skills in Visual Art:</u> • Make straight and curved marks and lines; begin to draw rough circle shapes. Child to show a good control while holding crayons, paints, or pencils" • Begin to create pictures or drawings that suggest people, animals, and objects. <ul style="list-style-type: none"> ○ Child to create clear pictures of people, animals, things, or shapes when they are asked to • <u>Develop Skills to Create, Invent, and Express Through Drama:</u> • Demonstrate basic role-play skills with imagination and creativity. • Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers."Being able to imitate some characters in some stories" • <u>Create, Invent, and Express Through Dance:</u> • Invent dance movements."Creating new dance movements when listening to music" • Begin to act out and dramatize through music and movement patterns Responding to some words that occur in songs. • <u>Create, Invent, and Express Through Music:</u> • Improvise vocally and instrumentally. <ul style="list-style-type: none"> ○ Singing and acting while dancing and moving freely 	<p>Colors, paints, creative art materials, dancing on children songs and rhymes</p> <p>Child to create something with parents and given the chance to name it, explain it and talk about it freely. "PARENTS TO COMPLIMENT THE CHILD'S WORK TO FEEL MORE CONFIDENT ABOUT HIS/HER WORK"</p> <p>Parents can ask the child to draw them, their favorite sea creature, or favorite transport and to show good controlling like making good shapes and curved or straight lines.</p> <p>Parents to read a story to let the child imitating one of the characters. Parents can encourage the child to dance with "BABY SHARK DANCE DO DODO" and help in inventing new dance movements.</p>



<p>March 15th Islamic</p>	<p>1 – يسمع الطالب السور القرآنية (سورة الإخلاص ، سورة الفاتحة ، سورة الفلق) 2 – يظهر الطفل فهماً وتطبيقاً لأداب الإسلام الدروس (احترام الكبير – آداب التحية – النظافة) .</p>	<p>مراجعة السور القرآنية المذكورة و الدروس المذكورة .</p>
<p>March 16th Social & Emotional Development</p>	<p>Standards/Skills to be assessed: 1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction Children will be able to engage in conversation with familiar adults and be confident to share thoughts and feelings during group time. 2.1 More actively and intentionally cooperate with each other. 2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation Children will take initiative to involve others in his/her play. They will often take the leadership role during play. Children will be able to play alongside others and be considerate of others ideas. 3.1 Choose to play with one or two peers whom they identify as friends. Children have started to have a preference for friendships and may have formed a close circle of friends with whom they most often interact with.</p>	<p>Where ever possible actively engage your child in conversation. Using open ended questioning, encouraging them to share their thoughts and feelings. Talk with your children about the importance of showing off their learning asking them what they have learnt at the school that day.</p>
<p>March 19th Science</p>	<p>Standards/Skills to be assessed:</p> <ul style="list-style-type: none"> • Observation and Investigation 1.1 Demonstrate curiosity and ask simple questions about objects and events in the environment. Children will be interested in the concept of different types of transport and ask questions or just state facts regarding this. E.g. they know that there are different transport that uses land, air and water, so they may ask a range of different questions like, how does a hot air balloon get into the air? • Make predictions and check them, with adult support, through concrete experiences. Children will be able to make guesses and then be able to check them by asking adults or through their own experiences. E.g. When learning about sinking and floating, I think the fish will float in the water. 	<p>Road Transport for Kids Kids Hut https://www.youtube.com/watch?v=5xzT-bAjkJA Water Transportation for Kids Kids Hut https://www.youtube.com/watch?v=FfhFieHXTNU</p>



- **Observe, investigate, and identify characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).**

To look at different objects and materials and be able to describe them. E.g. the water is blue, the sand is yellow, and when touching a shell it is hard and bumpy.

- **2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.**

- To look at different objects, how they move and how objects move when they are in control. E.g. a car travels faster than a bus, a hot air balloon travels in an upwards direction, the waves of the sea move fast. When playing with a toy car, the way they push the car determines how fast or slow the car will go and how far it will go.

- **Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.**

To look and explore different natural Earth materials and be able to describe them. E.g. rocks are heavier than sand, does a heavy object or a light object fall to the ground first?

Air Transport for

Children - Transport Videos for Children | Kids Hut

<https://www.youtube.com/watch?v=qEKONcjrBg4>

FISH | Animals for children. Kids videos. Kindergarten |

Preschool learning https://www.youtube.com/watch?v=u_Xv5BRnflA

Exploring the Coral Reef: Learn about Oceans for Kids – FreeSchool

<https://www.youtube.com/watch?v=J2BKd5e15Jc>

All About Sharks for Children: Animal Videos for Kids - FreeSchool

<https://www.youtube.com/watch?v=tfWMwG6aYzQ>

- Science book



<p>March 20th English</p>	<p>Standards/Skills to be assessed:</p> <p>Listening and Speaking</p> <p>1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information</p> <p>1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children</p> <p>1.4 Use language to construct extended narratives that are real or fictional</p> <p>Children should be able to use English language confidently and can use age appropriate language to construct questions, respond to questions and express wants and needs to familiar adults and peers. Children should be using English language during play with peers.</p> <p>Vocabulary</p> <p>2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p> <p>2.2 Understand and use accepted words for categories of objects encountered in everyday life.</p> <p>2.3 Understand and use both simple and complex words that describe the relations between objects.</p> <p>Children should understand words used to categories a group of items i.e. jumper, pants, shoes would fall under the category 'Clothes'.</p> <p>Children should be able to use and understand words to describe objects and what we use them for i.e. cup – for drinking from bed – to sleep in book – to read</p> <p>Grammar</p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</p> <p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives</p> <p>Children should be able to link two ideas together to form a complete sentence i.e. “blocks...Ali” would become “I played blocks with Ali” (past tense) or “I’m playing blocks with Ali” (progressive tense)</p> <p>Comprehension and Analysis of Age-Appropriate Text</p> <p>4.1 Demonstrate knowledge of details in a familiar story, including characters, events and ordering of events through answering questions, retelling, reenacting, or creating artwork</p>	<p>Construct a sentence for your child when they give you two key words during discussion. For example, if talking about their school day.</p> <p>Adult “what did you learn at school today?” Child “Paint...fish” Adult “you painted a fish at school today” Adult “can you describe your fish for me?”</p> <p>Engage them in conversations in English when discussing their days learning.</p> <p>When reading a story to your child follow the print with your fingers so they make the connection between print and language.</p> <p>Please speak with your class teacher for any further clarification on how to further enhance our child’s learning.</p>
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	<p>Children should be able to re-call details from familiar stories.</p> <p>Reading 1.1 Display appropriate book-handling behaviors and knowledge of print conventions 1.2 Recognize print as something that can be read.</p> <p>Children should be able to handle books without causing damage and be able to distinguish between print and picture.</p> <p>Alphabetic and Word/Print Recognition 3.1 Recognize the first letter of own name.</p> <p>Literacy Interest and Response 5.1 Demonstrate enjoyment of literacy and literacy-related activities</p> <p>Children should show enjoyment when listening to stories and actively engage in singing time.</p> <p>Writing 1.3 Write marks to represent own name.</p> <p>Children may not form all letter shapes correctly but they can form shapes different to drawings when writing their name.</p>	
<p>March 21st Social Studies</p>	<p>Standards/Skills to be assessed:</p> <ul style="list-style-type: none"> • Know the national identity and its elements. (Flag - the Founding Ruler of the state / national anthem). • Determines the basic needs of the people. (Food / clothing - habitation) • Participate effectively in all discussions concerning the problems solving or class discussion (with the help of the teacher). 	<p>Books, Videos , observing the environment.</p>
<p>March 22nd Math</p>	<p>Standards/Skills to be assessed: Standards/Skills to be assessed: Number Sense Recite numbers to ten with increasing accuracy. Children are expected to recite numbers 1-10 clearly</p>	<p>Show children videos on YouTube related to the topics mentioned above.</p> <p>Encourage children to add and subtract using counters, blocks, fingers and by</p>



<p>Begin to recognize and name a few written numerals. Children are expected to be able to recognize written numbers</p> <p>Count to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy. Children are expected to have a simple understanding of objects representing numbers.</p> <p>Compare, by counting or matching, two groups of up to five objects and communicates, “more,” “same as” or “fewer” (or “less”). Children are expected to compare between to different group sizes</p> <p>Understand that putting two groups of objects together will make a bigger group. Children are expected to understand that putting two groups of objects together will make a bigger group.</p> <p>Algebra and Functions (Classification and Patterning) Children begin to sort and classify objects in their everyday environment. Children are expected to be able to identify objects in their everyday life.</p> <p>Sort and classify objects by one attribute into two or more groups, with Sort and classify objects by one attribute into two or more groups, with increasing accuracy. Children are expected to be able to know the difference between larger number and smaller numbers</p> <p>Identify simple two-dimensional shapes, such as a circle and square. Children are expected to be able to recognize and identify simple 2d shapes.</p> <p>Children begin to understand positions in space. Children are expected to understand positions in space e.g. up, down</p> <p>Children begin to recognize simple, repeating patterns. Children are expected to recognize simple patterns</p> <p>Measurement Children expand their understanding of comparing, ordering, and measuring objects. Children are expected to have a simple understanding of comparing, ordering and measuring objects.</p>	<p>mental math.</p> <p>Engage them in critical thinking questions for example relate real life objects with 3D shapes.</p> <p>Give children 3D blocks and ask them to build anything they like for example a castle, house, car and name the shapes they have used.</p> <p>Youtube video clips, KG1 work books</p> <p>https://www.youtube.com/watch?v=3P_u4U7Hrkw</p>
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	<p>Order three objects by size. Children are expected to be able to order three objects according to size</p> <p>Order four or more objects by size. Children are expected to have a simple understanding of position and space</p> <p>Geometry Children begin to identify and use common shapes in their everyday environment. Children are expected to recognize and be familiar with common shapes in their everyday life.</p> <p>Identify simple two-dimensional shapes, such as a circle and square Children are expected to identify two- dimensional shapes, such as a circle and square. Use individual shapes to represent different elements of a picture or design</p> <p>Children are expected to use individual shapes to represent different pictures and designs.</p> <p>Children begin to understand positions in space Children are expected to have a basic knowledge of positions in space.</p> <p>Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside. Children are expected to have a basic knowledge when identifying positions of objects and people in space, such as in, on, under, up, down, inside, outside.</p>	
<p>March 23rd Arabic</p>	<p>1 – ينطق المتعلم أصوات الحروف الهجائية ويدرك العلاقة بين الحرف وصوته الذي يقابله (من حرف أ إلى حرف غ) .</p> <p>2 – يطابق المتعلم بين الحروف وما تعبر عنه من صور .</p> <p>3 – يكتب المتعلم اسمه غيباً .</p>	<p>أيرجى مراجعة الحروف والكلمات المذكورة والتأكد على الحركات والمدود .</p>