

Year 1 Learning Stories –Unit 1 2017-18



Who We Are was the unit we started off with this academic year. Our exploration was focused on relationships, for example...What is a relationship? Who do we relate with in our life? and What makes a relationship? Students were able to establish their classroom essential agreements using this platform, which initiated them to be a community of happy students who appreciate each other's values and the school's too.

Math was fun too! Getting to know what numbers are opened up many facts that students know about numbers. Students inquired into; where we find numbers, how or what we do with numbers & what importance are numbers to us in our daily life? Students continued discovering many ways in which we can solve math problems, too.

Language English and Kiswahili were simultaneously engaging. Students were able to learn new Kiswahili vocabulary from the things they can find in class. Reading story books like 'Sungura na Kobe' and 'Simba na Panya' then dramatizing them in class, was so much fun. English time was interesting! Students met 'King Capitalize' in a story that enabled them to help some characters in the story to correct sentences, that had errors.

All in all, the beginning of the first semester has been great. We are looking forward to the coming weeks and months of more learning experiences with our little ones☺.

Regards,

Year 1 Team.

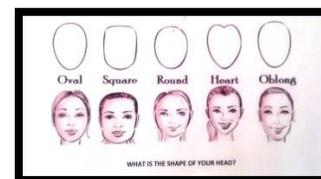
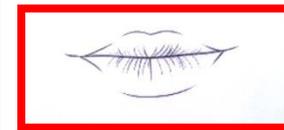
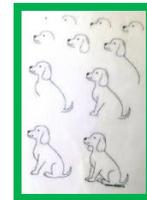
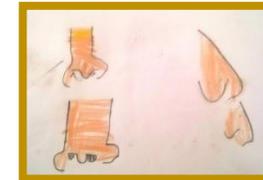
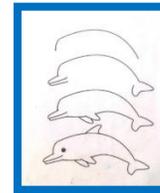
YEAR 1 ICT LEARNING STORIES



The year 1 students explored key board skills by navigating and using Microsoft Word processor to type the different roles of the school's staff members. They explored and used formatting to enhance their presentation. They were able to use background and borders in their word document.

YEAR 1 ART LEARNING STORIES

In learning the fundamentals of how to draw, learners will deepen their understanding of the concept "Who am I" through Self-portrait drawing.



YEAR 1 PE LEARNING STORIES



In the photos, the students are participating in the 'tag' game, number game and a limbo. They have been focusing on fair play, following simple game rules, maintaining an active lifestyle and promoting self-confidence during participation.



YEAR 1 MUSIC LEARNING STORIES

The students are learning how to sing in unison. They have learned the following songs:

- *What Do You Do*
- *Dad, I Want to be a Camel*
- *Sharing and Caring and Match Match Match*



In small groups, students have learned their own actions to go with the song.

Year two Stories of Learning



UNIT 1-TEAMWORK



- We shared and identified ourselves with teams and groups in which we belong.
- Exploring the different teams/groups in our school and community was exciting and fun
- We had enriching experiences taking up roles and responsibilities in different teams. This helped us become more confident and cooperative.



Guest speakers from different school teams presented to us how their teams work. It was fun trying out some of the equipment they use. It was interesting learning how they organize themselves.



- While exploring number concepts such as place value and addition, we engaged with a variety of manipulatives to enhance our number sense strategies.
- We have also developed culture of reading as we strive to grow our reading skills.

Single Subjects Integration

Music



The students explored rhythmic value of musical note such as:

- the quarter note (beat)
- the eighth note (Cher-ry)
- the sixteenth note. (war-ter-me-lon)

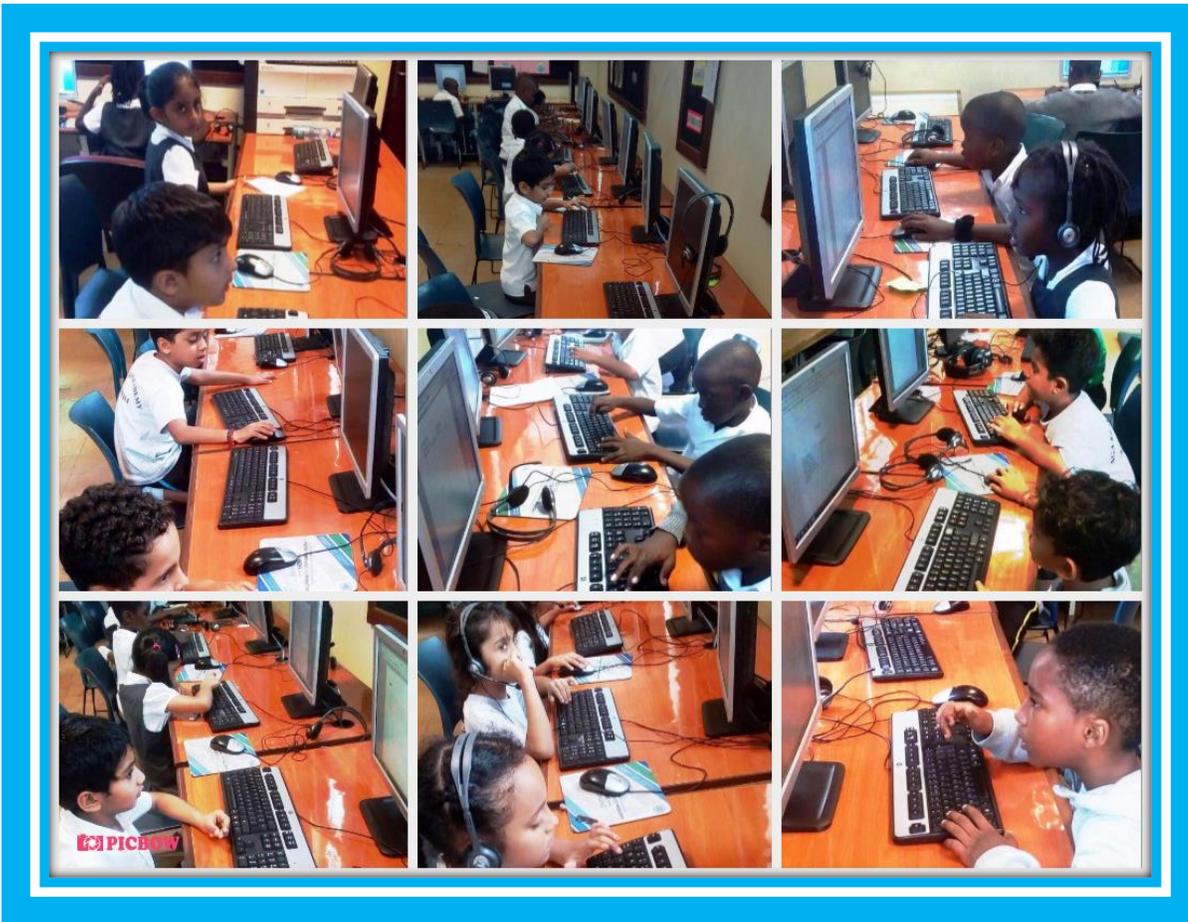
We represented each of these notes with a fruit name in the song, **"Sweet Beat"**

ART

Inspired by Pablo Picasso's Cubism, learners have been exploring the use of lines and shapes to create their own cubism drawing.



ICT



The year 2 students continued to explore how to use class collaborative side; <https://padlet.com/victorwamurwa12/7wy1m1t6qlg9>
<https://padlet.com/victorwamurwa12/sjv8awcdo9qi> to share the qualities of a good team. They continued to work on Word processor by using tables, clipart, and background in their presentations.

From Year Two Team

Year 3 Stories of Learning – Unit 1 2017-18



MATH INTEGRATION

We took surveys of what our class and other classes had for their break time snack. We represented the information into tally charts and bar graphs. We analyzed the data and are now in the process of reflecting and thinking about our actions.

LANGUAGE INTEGRATION

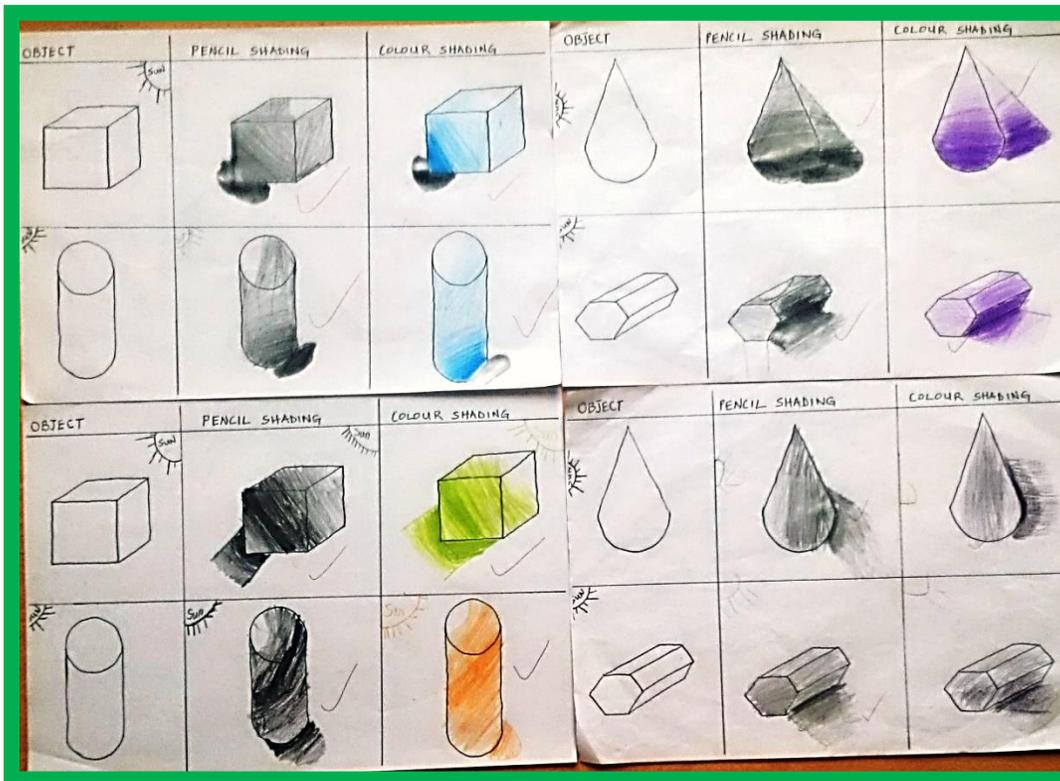
*We use iPad app- **Puppet Pal** to create conversations and discussions about our understanding of living a balanced lifestyle.

* **Pic Collage** app helps us use both pictures and text to write procedures of how to keep ourselves clean.

* We used **doughnut** Strategy to share our learning in both languages.



ART LEARNING



Learners have been inquiring into the concept of light in art. In a progressive way they have acquired skills on how to shade objects making them look 3D.

MUSIC LEARNING



Students are learning the rhythmic value of musical notes. They created rhythmic compositions on the drums following the $\frac{4}{4}$, $\frac{3}{4}$ and $\frac{2}{4}$ beats in a bar.

They also sang songs related to the unit of inquiry, expressing the importance of food nutrients to their well-being.

ICT LEARNING

The year 3 students' explored data handling application to record and analyze the collected information. They used Excel functions to perform different operations such as; sorting and manipulating data into sum and find averages. They generated and analyzed bar graphs to understand their well-being.

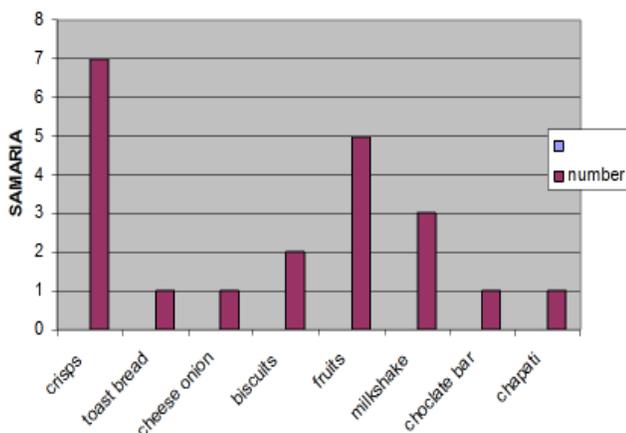


Year survey on 7/9/17

Break time snack	number
crisps	7
toast bread	1
cheese onion	1
biscuits	2
fruits	5
milkshake	3
chocolate bar	1
chapati	1



3A BREAK SNCK



P.E LEARNING

Grade 3 students engaged in a game of kickball, a striking and fielding game. They explored a number of games and inquired into the physical aspects of a healthy lifestyle.





Year 4 Stories of Learning Unit 1- Children's Rights

Our first Unit of Inquiry which falls under the trans-disciplinary theme of **Who we Are**, provided a gateway for the students to explore the various rights and responsibilities that they have. Through the central idea of: **Children are part of the society and have specific rights and responsibilities**, the students came to understand that they have various roles and responsibilities as stipulated in the **Convention of the Rights of the Child** by the UN.



The students listened to presentations from Diploma 2 students, on the convention of rights of the child. They got an opportunity to ask questions for a deeper understanding of this topic. They also went for a field trip to Sapling Trust Foundation where they got to see first hand, an organization that provides education and training for children with special needs. The students also got a talk from an individual who started an institution which rehabilitates street children.

For English **language**, the students read the novel **Iqbal**. This text was meant to help them further their understanding of children's rights and how they are violated. It also helped them to learn how to write a recount, which was our language focus.



Students sharing ideas as they learnt to plan and write a recount

In **Math**, the students explored place value and also looked at different strategies of solving problems which helped them to display mathematical reasoning.



Students used objects to show different ways of solving math problems

Kiswahili



Students in the Kiswahili class reading a book highlighting how one of the rights of children was violated, with the objective of enhancing their reading and oral skills.



Students also learn about Kiswahili language and here, in the picture, they are trying to find out more about the *a-wa* noun group.

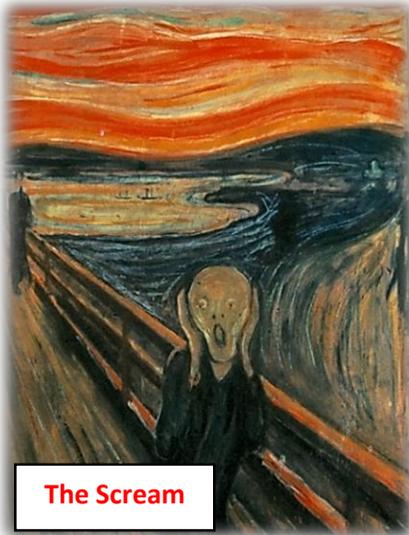
ICT



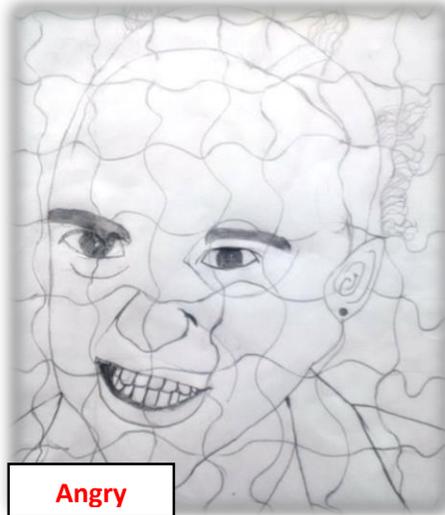
The students explored and used movie maker application to design and create a video on Children's Rights. They used texts, images, animations, transitions and sounds to publish on the class blog.

ART

Inspired by Edward Munch's painting "The Scream", students have been exploring their emotions to create a distorted Self-portrait of themselves.



The Scream



Angry

MUSIC



The students are learning to play the piano by using a song that helps them identify the notes on the piano keyboard.

P.E.

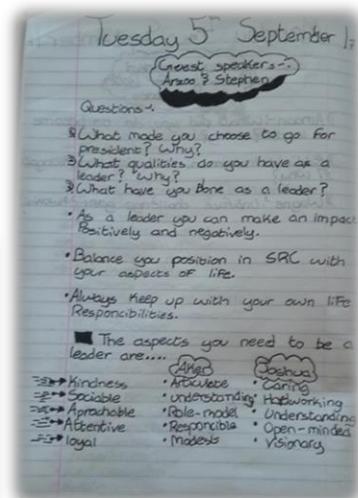


In PE, students engaged in a variety of striking and fielding games through which they improved their batting, catching, throwing and bowling techniques. In teams, learners explored strategies to improve performance.

We looked at our first Unit of Inquiry on leadership while focusing on:

- Characteristics of a leader
- Different governance structures
- Effects of leadership style on decision making and social justice

We looked at what the central idea meant and brainstormed what we thought a leader was.



Since we were about to elect our own leaders in school, we invited our current Male and Female Student Representative Council (SRC) president candidates to tell us more about their roles. They advised us on how to campaign and shared with us the qualities one needs to have in order to succeed as peer leaders. They also told us how they balance their time between their roles as SRC presidents and their academic work. We got to ask them many questions too!

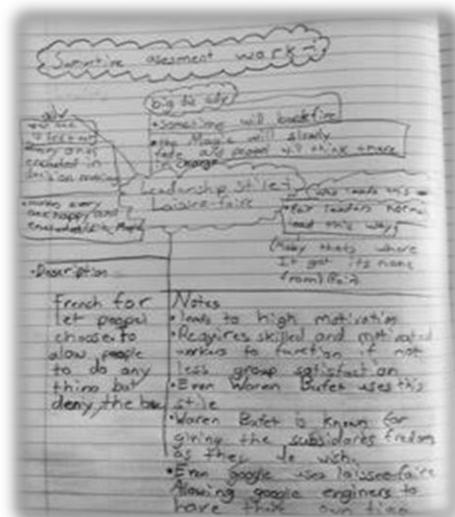


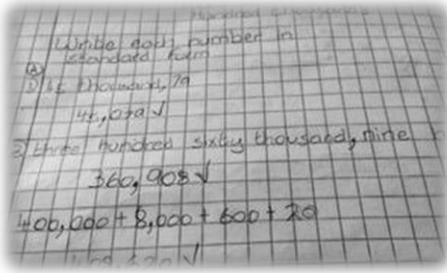
We paid a visit to our county governments' department of education to gain a better understanding of how an organisation is structured and why. They also shared their organogram with us which gave us an idea of how to make our own junior school organogram.



Together, we read the book "Frindle" which helped us understand character traits. We linked these to the learner profile as well as our personal leadership qualities.

The unit on persuasive writing helped us to understand what we need to include in our campaign posters and speeches in order to convince our voters to choose us. We used our iPads and research skills to look up information for our summative assessment.





So far in Math, we have studied exponents and the place value of different numbers up to millions and worked with decimals up to hundredths.

For PE, we played Tee-ball among other striking and fielding games to help improve our sportsmanship, thinking and motor skills.



As artists, we inquired into the concept of balance, inspired by a type of art called "Mandala". We created our own Mandalas which deepened our understanding of radial balance.



For music, our teacher was impressed by how we responded to Shakira's song, "Waka Waka" through dance. This was a collaboration of music and sports. We also learnt how to sing "We Stand for Peace" in English, Kiswahili and Spanish.



In ICT, we learnt online presentation applications and used

Prezi to create class presentations about qualities of exceptional leaders. We explored and used texts, images, sounds and videos to support our presentations.



During our PSHE

lessons, Ms. Nuala guided us through steps that helped us to distinguish between conflict and bullying. We now know how to handle our conflicts much better!

