

2024-2025 ACADEMIC YEAR NEWSLETTER

AGE 5 WHO WE ARE

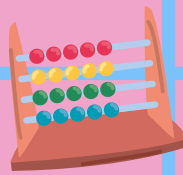
The central concept of this unit, centered around the theme "Who We Are," was that an awareness of our physical attributes enhances self-understanding. Additionally, we delved into the similarities and differences among classmates, underscoring the notion that each individual possesses a distinct identity. These differences significantly contribute to shaping our unique sense of self.

Central Idea: Knowing our physical and emotional characteristics allows us to know ourselves.

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Primary Years
Programme

Vocabulary

BODY PARTS

HEAD
FACE
EYES
EARS
NOSE
MOUTH
CHIN
CHEEKS
HAIR
LEG
FEET
ARM
HAND

EMOTIONS

HAPPY
SAD
ANGRY
SCARED
CALM
IN LOVE
SURPRISED

SIMILARITIES / DIFFERENCES

FAST
SLOW
TALL
SHORT
BIG
SMALL
COLD
HOT
UP
DOWN
LOUD
QUIET
CLEAN
DIRTY
YES
NO

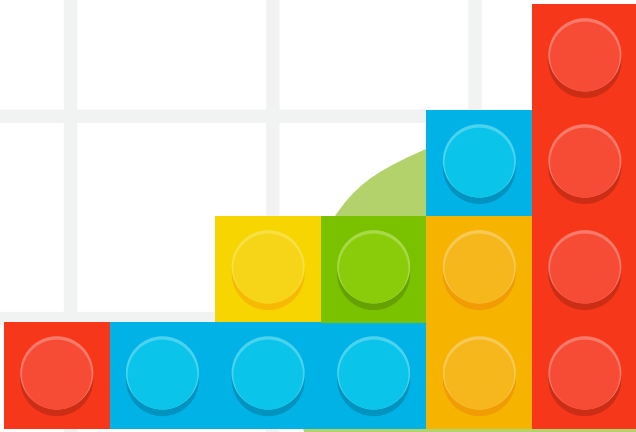


STEAM



In the "Fingerprint Experiment" activity, children used flour and black paper to create their own fingerprints. This hands-on activity allowed them to explore the uniqueness of their fingerprints, reinforcing the PYP theme of "Who We Are" and the concept of individuality.

The aim was to help students understand that everyone is unique, just like their fingerprints, fostering a sense of self-awareness and appreciation for personal identity.



In the "How Many Legos Long?" activity, children used Legos to measure the length of their feet, practicing non-standard measurement. The activity aimed to help students understand measurement concepts and encourage problem-solving while emphasizing the importance of using different tools to explore and compare sizes.

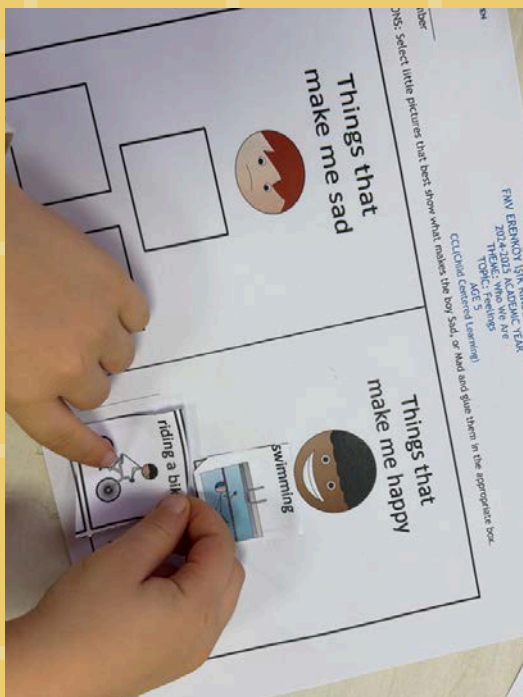
In the "Sudoku Emotions" activity, students learned how to play Sudoku while exploring different emotions. As they solved puzzles, each number represented a different emotion, helping students connect logical thinking with emotional awareness. The aim of the activity was to develop problem-solving skills while also promoting understanding and expression of emotions, encouraging emotional literacy alongside critical thinking.



Child Centered Learning

INTERACTIVE GAMES!

Engaging and fun games are essential for vocabulary drill in any given topic. The children loved these 'Make a Face' and 'Bodyparts train race' games.



Emotions Awareness

It's important that the children are in touch with their own feelings. This activity facilitated skills development to help them assess how they feel in certain situations.

Emoji Emotions

All children are familiar with emojis, often encountering them on their parents' phones. The Emoji Generator game was a big success, after which the children used these emojis to express their own emotions.



& Let's get cooking!



HOW TO MAKE EASY CROISSANT

(Ingredients for 21 ss)

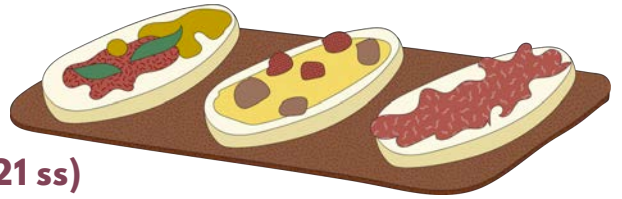
- Puff pastry (Milföy) 1 package- 20 squares
- 1 package of icing sugar or cinnamon

Start by taking a square piece of puff pastry and cutting it diagonally to create two triangles. Roll each triangle from the widest edge to the tip to form a croissant shape. Place the rolled pastries on a baking tray, and repeat the process with the remaining pastry pieces. Bake the croissants in the oven at 200°C for 10-15 minutes, or until golden brown. Once baked, you can top them with icing sugar or a sprinkle of cinnamon for added flavor.

EASY TAPAS FOR KIDS

*olé!

(Ingredients are for 21 ss)



1 package of toast bread (1 slice for each ss)

1 package of cream cheese (give each table, 2 tablespoons of cream cheese on a plate)

black olives used from the jar (give each table, 2 tablespoons in a plate)

Sweet pepper (2-3 for each class)

Cherry tomatoes (give half for each ss)



To prepare an easy tapas activity, provide each student with a slice of toast bread. For each table, set out a small plate containing 2 tablespoons of cream cheese and 2 tablespoons of sliced black olives. Students can use bamboo knives to spread the cream cheese onto their bread and top it with the sliced olives. Once they've completed this step, they can cut their slice of bread into four equal pieces. Finally, give each student some sweet peppers and tomatoes to garnish their tapas.



& Let's get cooking!

FACE COOKIES

(ingredients are for 21 ss)

- 100 gr butter
- 50 gr sugar
- 1 egg
- 1 package of vanilla powder
- 2 cups of flour
- Bonibon candy (6-7 for each ss)

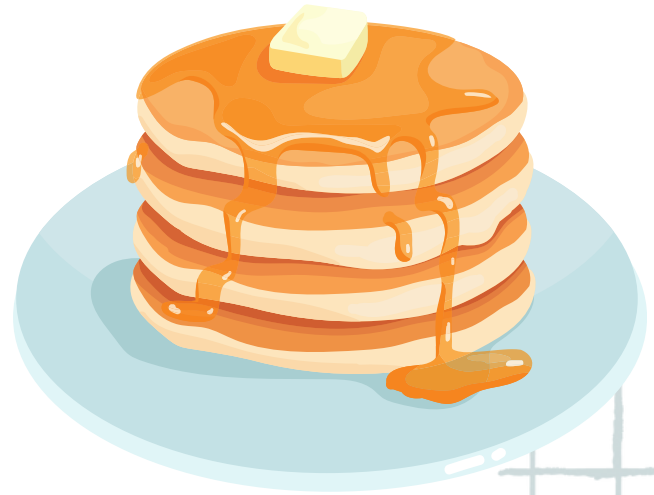


Combine all your ingredients in a bowl, then scoop the cookie dough into small ball-shaped portions and place them on a baking tray. Gently press the dough down to flatten and shape the cookies. For the faces, use Bonibon candies to create eyes, a nose, and a mouth on each cookie. Bake in a preheated oven at 180°C for 15 minutes.

PANCAKES

Ingredients:

- 2 cups all-purpose flour
- 1 package of baking powder
- 1 tablespoon sugar
- 2 teaspoons butter
- 1 package vanilla powder
- 1 1/4 cups milk
- 1 large egg
- Powder sugar or cream cheese for topping.



- In a large mixing bowl, combine 2 cups of flour, 1 package of baking powder, and 1 tablespoon of sugar. Create a well in the center of the dry ingredients.
- Pour 2 teaspoons of melted butter, 1 package of vanilla powder, 1 1/4 cups of milk, and 1 large egg into the center. Mix everything until smooth, scraping the sides of the bowl with a spoon to incorporate all the flour.
- Spray a pan with cooking spray (butter or oil). Heat the pan to medium-high (level 6) on the stovetop. Using a spoon, fill it halfway with batter and pour it onto the pan. Repeat, leaving enough space between each pancake for easy flipping. Once small bubbles form on the surface, gently slide a spatula under the pancake and flip it. Cook for another 30 to 45 seconds, then use the spatula to lift the pancake off the pan.
- Serve the pancakes with your choice of cream cheese, powdered sugar, or butter. Enjoy!



P.E AND OUTDOOR ACTIVITIES

This month, we began playing partner games. Each student was paired with a partner, and they took turns passing a ball to each other. We used only 10 balls for 20 students, which taught us about sharing and cooperation. We were able to successfully manage this challenge.

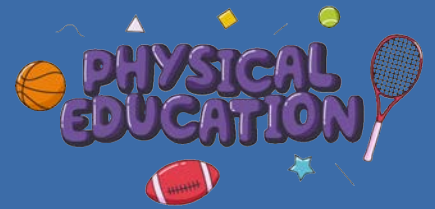
Despite the December rain, we enjoyed walking around our beautiful campus. The children learned about how trees change during the winter season. The park also became a favorite spot for games of Hide and Seek.

Thank you for your continued support in your children's education. I look forward to even more success for our

Future Stars in 2025.

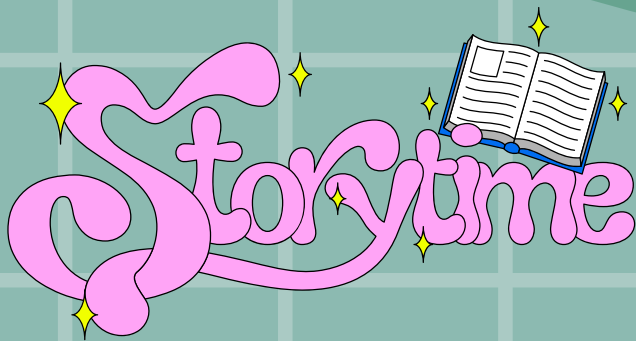
Warm regards,

Mr. Michael 



Story O'Clock

Students explored the different elements of a story, including settings, characters, emotions, conflict, and character descriptions. They began by discussing these elements and then made predictions based on the cover of the story of the week. The story, "The Three Little Pigs," was read aloud, and afterward, students reviewed it using a story review chart to analyze its various components. This activity helped them better understand the structure of the story and improve their storytelling skills.

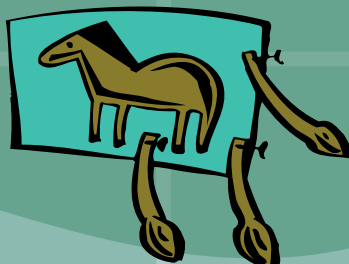


Students were introduced to the new story, "Brown Bear, Brown Bear, What Do You See?", by observing its cover and discussing what they could see. They were encouraged to use vocabulary related to body parts, which helped reinforce their language skills. Afterward, students listened to the story and then tried to recall the animals that appeared throughout. This activity aimed to enhance memory and vocabulary development, focusing on body parts and animal recognition.



Math Safari

In this lesson, students reviewed target vocabulary through an engaging game of 'jump rope,' where they followed instructions by jumping left or right based on the teacher's directions. The focus was then shifted to teaching the concepts of "up" and "down." To reinforce these concepts, students played "Pin the Tail on the Donkey." The aim of this activity was to reinforce directional vocabulary and improve listening skills. The lesson concluded with feedback to assess understanding and reinforce the new vocabulary.



Students participated in an interactive activity to develop their number recognition and subitizing skills. They worked on their counting skills where students took turns counting out loud, helping them practice number order and attention. Students were also introduced to the concept of subitizing—recognizing the number of objects at a glance—by identifying whether a group of objects contained exactly three or not. This exercise encouraged quick thinking and helped students improve their ability to recognize quantities without counting individually. The activity aimed to enhance students' number sense, focusing on grouping and identifying quantities, while also fostering their ability to explain their reasoning.



$$1 + 1 =$$

The focus was on helping students understand the concept of addition through hands-on activities. The aim was for students to represent addition using objects and actions, allowing them to visualize the process of adding. Students worked with blocks to solve simple addition problems, such as combining groups of objects to see how many they had. The key vocabulary introduced included "addition" and "together," and students practiced forming and writing simple equations to match the actions. This activity helped strengthen their understanding of addition and built their confidence in solving problems independently.

Gold Mine

Here's some QR codes to some of the stories and songs we listened to in class so you can enjoy them at home too!

Color Monster Storybook



Days of the Week



My Favourite Color Song



My Favourite Color Storybook



The letter S



The letter A



The Letter T



Parts of the face



How's the weather song



Gold Mine

Here's some QR codes to some of the stories and songs we listened to in class so you can enjoy them at home too!

**Parts of the
body**



The Letter P



**Brown Bear
Brown Bear
What do you
see? Storybook**



**George catches
a cold
storybook**



**The Three
Little Pigs
Storybook**



**What I like
about me
storybook**



**Months of the
year song**



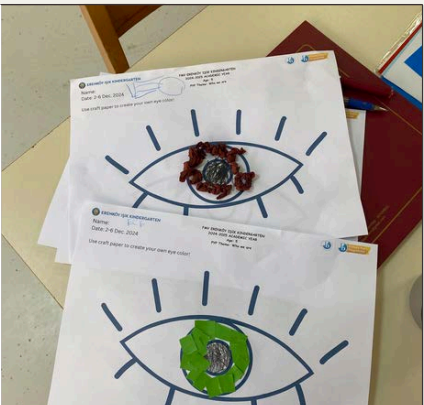
**Parts of the
face song**



Feelings song



SNAPSHOTS



SNAPSHOTS

