



Grade 5 - Long Term Planner 2020-2021

	Unit 1	Unit 2	Unit 3 (These units are running concurrently with each other)	
Transdisciplinary Theme	<p style="text-align: center;">Who we are</p> <p style="text-align: center;">Identity</p> <p style="text-align: center;"><i>An inquiry into the nature of the self; personal, mental, social health; human relationships, rights and responsibilities; and what it means to be human.</i></p>	<p style="text-align: center;">Sharing the planet</p> <p style="text-align: center;">Biodiversity</p> <p style="text-align: center;"><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things.</i></p>	<p style="text-align: center;">Where we are in place and time</p> <p style="text-align: center;">Civilization</p> <p style="text-align: center;"><i>An inquiry into orientation in place and time; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p style="text-align: center;">How we organize ourselves</p> <p style="text-align: center;">Human rights</p> <p style="text-align: center;"><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making.</i></p>
Unit of Inquiry Details	<p>Central Idea Our identity and thinking can be influenced and expressed through media.</p> <p>Key concepts: function, perspective, responsibility</p> <p>Related concepts - media, influence, identity</p> <ul style="list-style-type: none"> Our online identities and global footprints Types of media, their power and impact How perspective influences our interpretation of messages in the media 	<p>Central Idea Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p>Key concepts: change, connection, causation</p> <p>Related concepts: biodiversity, interdependence, conservation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Ways in which living organisms are interdependent within an ecosystem The consequences of imbalance within ecosystems Actions that can conserve (protect) the balance of ecosystems 	<p>Central Idea A range of evidence can help us understand connections between past civilizations and present day societies.</p> <p>Key concepts: form, change, connection</p> <p>Related concepts: analyses, societies, civilizations</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Characteristics of civilizations and societies Connections between past and present societies Ways to uncover history through a variety of sources (storytelling, symbolism & artifacts) 	<p>Central Idea The structure and function of organisations can promote or deny equality and justice.</p> <p>Key concepts: perspective, responsibility, Function</p> <p>Related concepts: rights, justice, equality</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The UN convention on the rights on the child How governments and Non Government Organisations promote or deny human rights Ways people and organisations can advocate for equality and justice
Approaches to Learning Focus	Social Skills Communication Skills	Research Skills Self Management Skills	Thinking Skills Social Skills	Thinking Skills Communication Skills
Learner Profile Focus	Communicators Open Minded Reflective	Thinkers Balanced Principled	Inquirers Religious	Globally Minded Leaders Caring
ICT Integration	<p>Digital Citizenship collaboration:</p> <p><i>Looking at our digital footprint and its impact</i></p> <p><i>How do we decipher what is fake news and legitimate news or information sources in the media.</i></p> <p>Investigating</p> <ul style="list-style-type: none"> use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating further information locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways assess the suitability of data or information using a range of appropriate given criteria. <p>Social and ethical practices</p>	<p>Investigating</p> <ul style="list-style-type: none"> use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating further information locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways assess the suitability of data or information using a range of appropriate given criteria. 	<p>Collaborating and communicating</p> <ul style="list-style-type: none"> select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others <p>Creating</p> <ul style="list-style-type: none"> use ICT to generate ideas and plan solutions create and modify simple digital solutions, creative outputs or data representation/transformation for particular purposes 	



	<ul style="list-style-type: none"> Independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts <p>Collaborating and communicating</p> <ul style="list-style-type: none"> select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others 		
<p>PSPE (Personal & Social Education Integration)</p>	<p>Conceptual Understanding: Puberty signals changes in a person’s reproductive capability and it is common for children to have questions about it. (Change- Taught alongside Exhibition in Semester 2)</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> express confidence in understanding how the menstrual cycle happens (skill). reflect on their feelings about menstruation (skill). appreciate how the menstrual cycle works (attitudinal); describe the process of puberty and the maturation of the sexual and reproductive system (knowledge); Describe male and female reproductive systems including body parts and their functions acknowledge that it is normal to be curious and have questions about their bodies and sexual functions (attitudinal); acknowledge that everyone’s body is unique and that variations exist in size, shape, functioning and characteristics (attitudinal); identify a trusted adult to whom they can ask questions, and demonstrate ways to ask about sexual and reproductive anatomy and physiology (skill). Identify medically accurate information and resources about puberty and personal hygiene <p>Conceptual Understanding: Changes during puberty need to be addressed by proper nutrition, hygiene, exercise and adequate sleep</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> list the major physical and emotional changes that take place during puberty and adolescence (knowledge); Explain ways to manage the physical and emotional changes associated with puberty demonstrate ways to find credible information about puberty (skill). describe personal hygiene and sanitation practices (knowledge); appreciate the importance of personal hygiene (attitudinal); apply their understanding of hygiene to a personal plan for staying healthy while growing up (skill). <p>Conceptual understanding: Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> Use emotional awareness and personal skills to relate to and help others Describe how healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion Explore how peer pressure can positively or negatively affect personal choices Identify the different forms of peer pressure (direct negative, unspoken indirect, positive, negative) 	<p>Conceptual Understanding: Bullying (including cyberbullying) is harmful and it is important to seek support if experiencing it.</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> describe examples of bullying (including cyberbullying) (knowledge); acknowledge the importance of seeking support if experiencing bullying (attitudinal); <p>Conceptual Understanding: It is important to be able to recognize child abuse and understand that this is wrong</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> define child abuse including sexual abuse and online abuse (knowledge); acknowledge that child abuse violates a child’s rights, and is never the victim’s fault, including child sexual abuse that is carried out by an adult, someone known and trusted (including a peer) or a family member (attitudinal); demonstrate actions they can take if an adult tries to sexually abuse them (e.g. say ‘no’ or ‘go away’, and talk to a trusted adult) (skill); identify parents/guardians or trusted adults and demonstrate how to communicate mistreatment if they are being abused (skill). 	



Approx. Start Date	Unit 1	Unit 2	Unit 3
Reading Workshop Focus	Interpretation book clubs <ul style="list-style-type: none"> Writing about reading with voice and investment Raising the level of writing and talking about literature Thematic text sets: Turning texts inside out 	Fantasy Book Clubs <ul style="list-style-type: none"> Constructing and navigating other worlds More than dwarves: Metaphors, life lessons, quests and thematic patterns When fact and fantasy collide Literary traditions: connecting fantasy to other genres 	Tackling Complexity <ul style="list-style-type: none"> Working with text complexity Applying knowledge about nonfiction reading to inquiry projects
Writing Workshop Focus	Personal narrative <ul style="list-style-type: none"> Generating Personal Narratives Moving through the writing process Learning from mentor texts 	Memoir <ul style="list-style-type: none"> Generating Ideas Structuring, Drafting and revising A second memoir 	Research Reports <ul style="list-style-type: none"> Flash-drafts Focused research reports to teach and engage
Library/Research Skills	<ul style="list-style-type: none"> Use school catalogue to locate books by title, author and subject, using Advanced Search including copy location, call number and subject keywords. Further develop understanding about why it is important to acknowledge the work and ideas of others. Confidently locate books, borrow, put holds, return books and suggest new books in (Overdrive/Sora) online libraries. Identify appropriate resources by using skimming techniques to survey readability. Select the appropriate school sources (ebooks, print,/databases) for purpose. Choose books to show a widening reading choice. 	<ul style="list-style-type: none"> Examine and compare information from various sources to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias (Take it APART model). Select information that provides evidence for the topic and summarise the main ideas. Demonstrate a growing understanding of what constitutes plagiarism. Record sources that mostly comply with MLA copyright requirements from modelled examples. 	<ul style="list-style-type: none"> Follow provided search plan using keywords, related terms and acknowledging sources. Become confident with a limited number of appropriate search engines and databases. Acknowledge the work of others by knowing how to locate and use copied citations where available and creating own otherwise. Select appropriate methods of note taking and group collaboration. Identify the intended purpose and audience of potential resources (present v historical). Determine if original information need has been satisfied or if additional information is needed, Review search strategy. Review information access tools used and expand to include others as needed. Recognise that the information search process is nonlinear.

Mathematics

Approx. Start Date	Unit 1	Unit 2	Unit 3
	Number and Operations Patterns, Functions and Algebra <ul style="list-style-type: none"> AERO. 5.OA.1 DOK 1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols AERO. 5.OA.2 DOK 1,2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product. Geometry <ul style="list-style-type: none"> AERO. 5.MD.3 DOK 1 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. AERO. 5.MD.3a DOK 1 A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. AERO. 5.MD.3b DOK 1 A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. AERO.5.MD.4 DOK 1,2 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. AERO. 5.MD.5 DOK 1,2 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume 	Data Analysis and Probability <ul style="list-style-type: none"> AERO. 6.SP.1 DOK 1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. AERO. 6.SP.2 DOK 1,2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. AERO. 6.SP.4 DOK 1,2 Display numerical data in plots on a number line, including dot plots, histograms AERO. 6.SP.5 DOK 1,2,3 Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations AERO. 6.SP.5b DOK 1,2,3 Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. AERO. 6.SP.5 DOK 1,2,3 Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations AERO. 6.SP.5b DOK 1,2,3 Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. AERO. 6.SP.5d DOK 1,2,3 Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. 	Number and Operations Patterns, Functions and Algebra <ul style="list-style-type: none"> Use place value understanding to round decimals to any place. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons AERO. 5.NF.1 DOK 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.) AERO. 5.NF.2 DOK 1,2,3 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$. AERO. 5.NF.4 DOK 1,2 Apply and extend previous understandings of



	<ul style="list-style-type: none"> • AERO. 5.MD.5a DOK 1,2 Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g., to represent the associative property of multiplication. • AERO. 5.MD.5b DOK 1,2 Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. • AERO. 5.MD.5c DOK 1,2 Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. • AERO. 5.MD.3 DOK 1 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 		<p>multiplication to multiply a fraction or whole number by a fraction.</p> <ul style="list-style-type: none"> • AERO. 5.NF.6 DOK 1,2 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. • AERO. 5.NF.7 DOK 1,2 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions • AERO. 5.NF.7c DOK 1,2 Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$-cup servings are in 2 cups of raisins?
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Specialists

	Unit 1	Unit 2	Unit 3	
Visual Arts	<p><u>Responding</u> Reflect on the factors that influence personal reactions to artwork Understand the role and relevance of visual arts in society</p> <p><u>Creating</u> Select, research and develop an idea or theme for an artwork</p> <p><u>Visual Arts Skills</u> Illustrating Seisen's Mission Statement Researching, Planning</p>	<p><u>Responding</u> Critique and make informed judgements about artwork</p> <p><u>Creating</u> Adjust and refine their creative process in response to constructive criticism Develop an awareness of their personal preferences</p> <p><u>Visual Arts Skills</u> Watercolour painting</p>	<p><u>Responding</u> Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities</p> <p><u>Creating</u> Become increasingly independent in the realisation of the creative process</p> <p><u>Visual Arts Skills</u> Clay artefact from an Ancient Civilisation Researching Planning</p>	
PE	<p>Identity</p> <ul style="list-style-type: none"> • The physical changes people experience at different stages in their lives affect evolving identities. • Stereotyping and prejudging can lead to misconceptions and conflict. • Being emotionally aware helps us to manage relationships and support each other • Coping with situations of change, challenge and adversity develops our resilience. • Recognize how a person's identity affects self-worth • Analyze how society can influence our concept of self-worth (for example, through media and advertising) • Analyze how assumptions can lead to misconceptions 	<p>(Individual Pursuits)</p> <ul style="list-style-type: none"> • Appropriate application of skills is vital to effective performance • An individual can experience both intrinsic satisfaction and personal growth from interactions • Explain the differences in applying and receiving force when jumping for height and distance. • Develop plans to improve performance through technique refinement and practice • Demonstrate greater body control when performing movements relating to track and field events • Develop a deeper understanding of what athletic events are available for competition at the elite and non-elite levels • Identify realistic goals and strategies to improve personal best performances 	<p>(Movement Composition)</p> <ul style="list-style-type: none"> • Complexity and style adds aesthetic value to a performance • Demonstrate greater body control when performing movements • Plan, perform and reflect on movement sequences in order to improve • Introduce greater complexity and refine movements to improve the quality of a movement sequence • A plan of action is a necessary strategy for a group to achieve its goal • Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction. 	<p>(Health Related Fitness)</p> <ul style="list-style-type: none"> • Recognize that the heart is the most important muscle in the body and is approximately the size of a fist. • Explain that increasing the heart rate during physical activity strengthens the heart muscle. • Identify physical activities that cause the heart to beat faster. • Describe the role of blood in transporting oxygen from the lungs. • Identify the body components (e.g. bones, muscles, organs, brain, fat, and other tissues) • There is a connection between exercise, nutrition and physical well-being • Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle • Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking. • Measure and record the heart rate before, during, and after vigorous physical activity.



	<ul style="list-style-type: none"> Accept and appreciate the diversity of cultures, experiences and perspectives of others. Identifying and participation in activities we enjoy can motivate us to maintain a healthy lifestyle. 	<ul style="list-style-type: none"> Recognise personal qualities, strengths and limitations which enables individuals to identify which athletic events they will be more successful at 			
Music	<p>Identity</p> <ul style="list-style-type: none"> People communicate ideas, feelings and experiences through the arts. People explore issues, beliefs and values through the arts. We use what we know to interpret arts and deepen our understanding of ourselves and the world around us. We can express ourselves through arts. We can communicate our ideas, feelings and experiences through our artwork. Arts have the power to influence thinking and behavior. We can explore our personal interests, beliefs and values through the arts. Describe how music makes them feel. Express their responses to music from different cultures and styles Reflect on and communicate their reactions to music using musical vocabulary Discuss music that relates to social issues and/or values Analyse different compositions describing how the musical elements enhance the message Explore different artistic presentations that are/were innovative and their implications. Present, in small groups, innovative musical performances on a selected issue Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use 	<p>Musical Elements (Year Long)</p> <ul style="list-style-type: none"> Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions) Understanding music in relation to history and culture Students describe in simple terms how elements of music are used in music examples from various cultures of the world analyse different compositions describing how the musical elements enhance the message use vocal sounds, rhythms and instruments to express ideas or feelings read, write and perform simple musical patterns and phrases improvise upon basic pattern to reinforce the importance of the individual within the group read and write music in traditional and/or non traditional notation 	<p>Performance</p> <ul style="list-style-type: none"> Generalise how dance/music plays an innovative role in communicating ideas within cultures and societies Give reasons as to which ideas will be the most effective when incorporating other arts and available resources in order to broaden creative expression Encourage others to create, rehearse, refine and polish a performance Make modifications to the performance after receiving feedback Reflect on strategies when performing in an ensemble (e.g. blending instrumental timbres, matching dynamic levels, responding to the cues of the conductor, define and maintain personal space) Evaluate my ability to sing/play instruments/dance individually and in harmony/unison Encourage others to work cooperatively towards a common goal and take an active part in the creative experience Recommend others on how to demonstrate confidence and expression in performances Reflect on ability to perform from traditional notation Reflect on my ability to use a variety of instruments with care and control Reflect on my ability to accurately move to a musical beat and respond to changes in music(dance) 		
Religion	<p>Media & Religion</p> <ul style="list-style-type: none"> Know what Gospel means 	<p>Creation and Environmental Stewardship (Care for Biodiversity)</p> <ul style="list-style-type: none"> Interpret creation stories from different religious traditions 	<p>History of the Abrahamic Faiths (Civilizations):</p> <ul style="list-style-type: none"> Understand that within the Abrahamic tradition there are many religions but only one God Identify Judaism as the religion of God's covenant with Abraham Compare the symbols used in the mass and the symbols used in the Jewish Passover 		



	<ul style="list-style-type: none"> Examine stories from the Gospel of Mark to understand what is meant by the 'Good News' Examine stories from Sacred books of other religions Compare sacred texts from other religions to stories from the Gospel of Mark Understand how and why different religions communicate via media Understand the influence religious media have on people 	<ul style="list-style-type: none"> Explore what the World's major religions teach about reverence for creation Critique the Pope's 10 Commandments of Climate Change Explore actions that demonstrate environmental stewardship for current and future generations 	<ul style="list-style-type: none"> Identify the religion of Islam as founded on the faith of Abraham Compare the history of the Abrahamic faiths of Christianity, Islam and Judaism and contrast some of their practices
<p>Japanese</p>	<p>Japanese 1</p> <ul style="list-style-type: none"> Follow spoken classroom instructions Use basic greetings Start recognizing Hiragana or Katakana Start writing some Hiragana or Katakana Start recognizing a contracted sound, a long sound, a syllabic nasal, a voiced sound. Start writing a contracted sound, a long sound, a syllabic nasal, a voiced sound. Start writing sentences Recognize Hiragana or Katakana <p>Japanese 2 PYP 「身の回りのメディアを研究しよう」 「白いぼうし」 (reading)</p> <ul style="list-style-type: none"> Read using imagination from character's action and expression of the story Read in consideration of the mutual relationship between paragraphs Accurately read Kanji introduced in class <p>(writing)</p> <ul style="list-style-type: none"> Write basic Kanji accurately and legibly Construct sentences providing reasons and examples <p>(listening & speaking)</p> <ul style="list-style-type: none"> Speak logically with providing reasons and examples Speak using appropriate words Listen attentively and ask questions 	<p>Japanese 1</p> <ul style="list-style-type: none"> Introduce herself orally with name, age, where she is from, where she lives, grade, what she likes and dislikes, her family members Write her profile sheet with name, age, where she is from, where she lives, grade, what she likes and dislikes, her family members Recognize Hiragana or Katakana Write 10-30 Hiragana or Katakana Describe likes and dislikes Describe familiar objects(形容詞) <p>Japanese 2 「アメンボはにん者か」 「メモを取りながら聞こう」 (reading)</p> <ul style="list-style-type: none"> Consider what the keywords and main sentences are in relation to the paragraph, and read the text correctly according to the purpose Accurately read Kanji introduced in class <p>(writing)</p> <ul style="list-style-type: none"> Summarize the main points and report it Write basic Kanji accurately and legibly <p>(listening & speaking)</p> <ul style="list-style-type: none"> Ask questions to gain information and respond to questions Listen attentively and express impressions. 	<p>Japanese 1</p> <ul style="list-style-type: none"> Understand simple questions on daily routines Inquire about an item at stores & restaurant Ask and give information about ownership Ask for price Recognize and tell time (hours & minutes) Recognize Hiragana or Katakana with fluency Write Hiragana or Katakana with teacher's support Write sentences correctly <p>Japanese 2 「手で食べる、はしで食べる」 「自分の意見を組み立てて説明しよう」 「文化のちがいを調べよう」 (reading)</p> <ul style="list-style-type: none"> Understand the structure of the text and the main points of each paragraph. Compare cases in the text and show your own ideas. Accurately read Kanji introduced in class <p>(writing)</p> <ul style="list-style-type: none"> Think about the structure and write about my thoughts and what I've learned from my research. Write basic Kanji accurately and legibly <p>(listening & speaking)</p> <ul style="list-style-type: none"> Clarify the rationale and reasoning and provide a compelling explanation. Listen attentively and express your own impressions.



<p>Spanish</p>	<p>A1 Bienvenidos</p> <ul style="list-style-type: none"> Ways to say hello and goodbye, the Spanish alphabet, how to spell my name, family members, nationalities, how to introduce yourself in Spanish, recognise and practice Spanish sounds. 	<p>A1 ¡Hola!</p> <ul style="list-style-type: none"> Greetings in Spanish, describe yourself, the colours, the verb llamarse, the articles un/una, masculine and feminine nouns, ¿Qué es? Es una..., number and gender matching in nouns. The letter ñ and the interrogative sentences. 	<p>A1 ¡El cumpleaños de Leo!</p> <ul style="list-style-type: none"> Ask and tell the age, congratulate, express ownership, talk about family, ask and tell nationality, identify the family members, the numbers from 0 to 15, presents, expressions like ¡Feliz Cumpleaños!, Felicidades!, ¡Qué bonito!, the verb tener, the preposition de, the definite articles el, la los, las, the possessives mi, tu, su, the letters r and exclamatory sentences.
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