



Kindergarten - Specialists Long Term Planner 2020-2021

	Unit 1	Unit 2	YEAR LONG UNIT
Transdisciplinary Theme	<p>Who we are</p> <p>Health</p> <p><i>An inquiry into the nature of the self, personal, physical, mental, social and spiritual health and what it means to be human.</i></p>	<p>How we organize ourselves</p> <p>Communication</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making.</i></p>	<p>How we express ourselves</p> <p>Play</p> <p><i>An inquiry into the ways in which we discover and express ideas, feelings, beliefs and values.</i></p>
Unit of Inquiry Details	<p>Central Idea: Our health can be influenced by the choices we make</p> <p>Key concepts: change, causation, responsibility</p> <p>Related concepts: health, exercise, nutrition</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Well balanced diets Different forms of exercise How choices we make influence our health 	<p>Central Idea: Signs and symbols can be used to communicate ideas and information to people</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: communication, systems, symbols</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Signs and symbols around us Purposes of signs and symbols Ways signs and symbols help us to communicate locally and globally 	<p>Central Idea: Through play we communicate and use our creativity to explore and discover.</p> <p>Key concepts: perspective, form, function</p> <p>Related concepts: play, imagination, communication</p> <ul style="list-style-type: none"> Different forms of play Using our creativity and senses when playing Communicating through play
Learner Profile Focus	Self Management	Communication Skills Thinking Skills	Social Skills Communication
Approaches to Learning	Knowledgeable Balanced Reflective	Religious Globally Minded Communicators	Inquirers Open minded Risk takers

	Unit 1	Unit 2	Unit 3
ICT	<ul style="list-style-type: none"> Use ICT to identify where information is located <i>Examples • using icon based programs to locate information</i> use icons to locate or generate required information <i>Example • making choices from icon-based menus</i> identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when encountering a problem 	<p>ICT Integration: Looking at Seesaw and other apps and working with app icons to understand how we determine what apps are used for what.</p> <p>Looking at Seesaw activities to understand all the symbols in the app and what they are used for.</p> <p>Investigating</p> <ul style="list-style-type: none"> use icons to locate or generate required information <p>Organising</p> <ul style="list-style-type: none"> identify common consumer ICT systems with input and output functions 	<p>Using Sphero Robots and block based coding to teach students how to communicate through AI. Students give basic instructions to the robots for them to follow.</p> <p>Organising</p> <ul style="list-style-type: none"> identify common consumer ICT systems with input and output functions <p>Creating</p> <ul style="list-style-type: none"> use ICT to follow or contribute to a simple plan for a solution
PSPE			<p>Conceptual understanding: Interacting with others can be fun. Learners will be able to:</p> <ul style="list-style-type: none"> enjoy interacting, playing and engaging with others Describe the characteristics of a friend



			<p>Conceptual understanding: Group experiences depend on cooperation of group members. Learners will be able to:</p> <ul style="list-style-type: none"> ▶take turns ▶listen respectfully to others <p>Conceptual understanding: Positive thoughts help us to develop a positive attitude. Learners will be able to:</p> <ul style="list-style-type: none"> ▶identify and explore strategies that help them to cope with change ▶identify positive thoughts and attitudes in themselves and others ▶willingly approach and persevere with new situations <p>Conceptual understanding: Positive thoughts help us to develop a positive attitude. Learners will be able to:</p> <ul style="list-style-type: none"> ▶identify and explore strategies that help them to cope with change ▶identify positive thoughts and attitudes in themselves and others ▶willingly approach and persevere with new situations <p>Conceptual Understanding: We can explore our body's capacity for movement. Learners will be able to:</p> <ul style="list-style-type: none"> ▶develop a range of fine and gross motor skills <p>Conceptual Understanding: Safe participation requires sharing space and following rules Learners will be able to:</p> <ul style="list-style-type: none"> ▶recognize that acting upon instructions and being aware of others helps to ensure safety.(PYP PSPE)
<p>Library/Research Skills</p>	<ul style="list-style-type: none"> ● Learn borrowing procedures of school resources. ● Learn how to care for books (while selecting, holding and reading for example). ● Select books appropriate to interest. ● Understand and use terminology: title, book, front, back, spin. ● Reflect on how a story makes us feel. ● Appreciate people who read and help them. 	<ul style="list-style-type: none"> ● Select books appropriate to interest and need (<i>using simplified classroom browsing techniques</i>). ● Identify signs, symbols and labels on books. ● Understand and use terminology: title, author, illustrator. ● Express ideas about illustrations. ● Appreciate how books (text and pictures) communicate ideas and feelings to the reader. 	<ul style="list-style-type: none"> ● Select books appropriate to interest, need, and reading ability using browsing techniques. ● Predict vocabulary (e.g rhyming) and story action. ● Observe use of text features such as bold, capitalization, word shape formats. ● Listen to perspectives and opinions of others.
<p>Visual Arts</p>	<p><u>Responding</u> Show curiosity and ask questions about artworks Describe what they notice about an artwork</p> <p><u>Creating</u> Select tools, materials and processes for a specific purpose Use their imagination and experiences to inform their art making</p> <p><u>Visual Art Skills</u> Drawing, Cutting, Collage-making</p>	<p><u>Responding</u> Create artwork in response to a variety of stimuli Express opinions about an artwork</p> <p><u>Creating</u> Create artwork in response to a range of stimuli Take responsibility for the care of tools and materials</p> <p><u>Visual Arts Skills</u> Drawing, Map making, Painting</p>	<p><u>Responding</u> Make personal connections to artworks Enjoy experiencing artworks</p> <p><u>Creating</u> Participate in individual and collaborative creative experiences Engage with and enjoy a range of visual arts experiences</p> <p><u>Visual Arts Skills</u> Drawing, Model-making, Printing</p>



<p>PE</p>	<p>Health-Related Fitness</p> <ul style="list-style-type: none"> ● Recognise that acting upon instructions and being aware of others help to ensure safety ● Actively participate in a wide variety of physical activities which are enjoyable ● Demonstrate an awareness of how being active, contributes to good health ● Demonstrate an awareness of basic hygiene in their daily routines ● Identify healthy food choices ● Identify some of the effects of different physical activities on the body ● Identify how daily practices can have an impact on well-being ● Observing changes in our bodies when we exercise ● Demonstrating a sense of competence with developmentally appropriate tasks and seek support to develop independence ● Take action to demonstrate an understanding of what it means to be healthy, well and safe 	<p>Adventure Challenges</p> <ul style="list-style-type: none"> ● Students enjoy interacting, playing and engaging with others ● Take turns ● Listen respectfully to others ● Identify various ways of communicating with one another ● Share relevant ideas and feelings in an appropriate way ● Learning to share equipment and cooperate in all physical activities ● Recognising emotions and feelings and communicating positively when interacting with others and when completing a physical task ● Identify the verbal and non-verbal signs when communicating ● Cooperate with others ● Value interacting, playing, learning and communicating with others ● We can motivate others and we can learn to use positive encouraging words when working with others 	<p>Individual Pursuits / Games</p> <ul style="list-style-type: none"> ● Identify the locomotor skills or walk, jog, run, hop, jump, slide and gallop ● Travel within large and small groups using locomotor skills ● Demonstrate multi-directional travel whilst changing direction in response to a signal ● Balance on one, two, three, four and five body parts confidently ● Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward and backward, and in front of by using the body and an object ● Travel in a straight, curved and zigzag pathway ● Demonstrate correct running technique by engaging in sprints, middle distance running and running relays ● Develop hurdling technique by jumping over low hurdles with competence and ease ● Developing jumping technique by engaging in a standing long jump activity ● Developing throwing technique by using balls of different weights and sizes ● Engage and participate in a noodle baton passing relay over a given distance
<p>Music</p>	<ul style="list-style-type: none"> ● Respond to word, chants, and stories through vocal sounds and instruments ● Explore healthy ways of using the voice (whisper, call, sing, speak) to imitate sounds and learn songs. ● Sing individually and in unison. ● Describe how music makes them feel ● Explore body and untuned percussion instrument sounds. ● Respond to nursery rhymes with a “healthy choices” focus ● Explore body and untuned percussion instrument sounds with and without the steady beat. ● Create a song or chant that expresses healthy choices in their lives 	<ul style="list-style-type: none"> ● Respond to word, chants, and stories through vocal sounds and instruments ● Listen to music and create their own work in response. ● Describe the differences in music ● Recognize that sound can be notated in a variety of ways. ● Read symbols to play ostinatos, rhythms, soundscapes. ● Participate in performing and creating music both individually and collectively ● Record their personal, visual interpretation of elements of sound (i.e. loud/soft, high/low, short/long, ta/ ti-ti/rest, fast/slow) ● Create a piece expressing an idea using voice, unpitched or pitched instruments using symbols 	<ul style="list-style-type: none"> ● Express their responses to music in multiple ways (drawings, flames, songs, dance, oral discussion) ● Bring music from home to share (i.e. jump rope chants, game songs) ● Respond to word, chants, and stories through vocal sounds and instruments ● Use “arioso” as a play response to class songs and chants ● Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music ● Recreate sounds from familiar experiences. ● Explore sound as a means of expressing imaginative ideas ● Create a game song/ play song
<p>Dance</p>	<ul style="list-style-type: none"> ● Develop an awareness of safety in dance, such as physical distancing and safe movements ● Explain how healthy practices (such as stretching, various kinds of movement) make them feel and how they help them dance ● Communicate and express feelings through body movements ● Develop kinesthetic awareness, balance, concentration, focus, and coordination using isolated body movements and locomotor movements (animal movements) ● Explore elements of creative movement, such as 	<ul style="list-style-type: none"> ● Respond to labanotation symbols ● Describe the differences in dance ● Interpret each other’s dance creations ● Create a dance sequence using labanotation symbols ● Develop the ability to cooperate and communicate with others in creating a dance (using the symbols) 	<ul style="list-style-type: none"> ● Respond to word, rhythm and/or music through movements ● Use stimulus materials to extend the body and enhance body movements, such as scarves, hoops, streamers, found items, instruments, and costumes ● Respond to visuals ● Create movement that explores dimensions of direction, level, shape, axial/locomotor movement based on prompts



	<p>place, body parts, levels, tempo, energy/ force</p> <ul style="list-style-type: none">• Create a dance warm-up for all parts of our bodies• Explore the dynamic flow of body movements, such as fast/slow, big/small, sharp/smooth, tension/relaxation		
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