

K2	Who We Are 1st UOI	How we Organise Ourselves 2nd UOI	How we Express Ourselves 3rd UOI	How the World Works 4th UOI
	We can create opportunities that bring people together.	Community spaces can bring a sense of purpose and belonging	The art of storytelling develops our understanding of the world	Through exploring, observing and communicating we learn to make sense of the world.
	CONNECTION, PERSPECTIVE	RESPONSIBILITY, FUNCTION	PERSPECTIVE, FORM	FORM, CHANGE, CAUSATION
Related CONCEPTS:	well-being, interaction, participation, belonging	resources, needs & wants, systems, oraganisation, initiative, role,	Creativity, expression, technique, purpose, presentation, audience	Nature, interaction, Logic
Lines of Inquiry	<ul style="list-style-type: none"> <li>* Reasons people come together</li> <li>* Creating contexts for participation</li> <li>* Inclusion and how it makes us feel</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of spaces in our local environment (FUNCTION, Systems))</li> <li>* Responsibilities for shared spaces (RESPONSIBILITY, ownership)</li> <li>* How we organise shared spaces (FUNCTION, organisation)</li> </ul>	<ul style="list-style-type: none"> <li>* Different ways to tell a story</li> <li>* How stories express and connect our ideas.</li> <li>* What we learn through stories</li> </ul>	<ul style="list-style-type: none"> <li>* The nature of our senses.</li> <li>* Exploring and observing through our senses.</li> <li>* Using our senses to make decisions and communicate.</li> </ul>
LANGUAGE ARTS	<p>WRITING: Open genre</p> <p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>READING:</p> <p>RL.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>SPEAKING &amp; LISTENING:</p> <p>LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Applicaitons:</p> <p>Launching of workshop routines "We are Writers/Readers, What do Writers Do, Author Study" (conventions).</p> <p>Creating opportunities for open story writing, using selected components like writing stories without many parameters.</p>	<p>WRITING: Informational</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>READING:</p> <p>RL6: a. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL7: a. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL10: a. Actively engage in group reading activities with purpose and understanding.</p> <p>SPEAKING &amp; LISTENING:</p> <p>LS.3a. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>LS.4a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Applications:</p> <p>Writers Workshop Personal Narratives Readers – reading informational, identify differences between fiction/non fiction.</p>	<p>WRITING: Narrative</p> <p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>READING:</p> <p>RL.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>SPEAKING &amp; LISTENING:</p> <p>LS.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>LS.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Applications:</p> <p>Students utilise exploration and creativity usig the environemtn and everyday items to tell stories, students are further supported through the inquiry-based "Story Workshop Model"</p>	<p>WRITING: Informational</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>READING:</p> <p>RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>SPEAKING &amp; LISTENING:</p> <p>LS.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Applications:</p> <p>Students use their senses to explore and gather information related to their environment and interests. They produce informational books about their discoveries.</p>
MATHS	<p>PATTERN:</p> <p>MA.1 Students will understand that Patterns and sequences occur in everyday situations</p> <p>MA.2 Students will understand that Patterns repeat and grow</p> <p>NUMBER SENSE:</p> <p>MN.1 Students will understand that the base 10 values system is used to represent numbers and number relationships</p> <p>DATA &amp; PROBABILITY:</p> <p>MS.1 Students will understand that we collect information to make sense of the world around us.</p> <p>MEASUREMENT:</p> <p>MM.10 Students will be able to identify, describe and sequence events in daily routines</p> <p>Application:</p> <p>Collecting data about likes/dislikes, personal attributes.</p> <p>Noticing everyday patterns and connections with things like clothing and feelings, eg. smiling, body language.</p>	<p>PATTERN:</p> <p>MA.1 Students will understand that Patterns and sequences occur in everyday situations</p> <p>MA.2 Students will understand that Patterns repeat and grow.</p> <p>NUMBER SENSE:</p> <p>MN.3 Students will understand that fractions are ways of representing whole-part relationships.</p> <p>MN.2 Students will understand that the operations of addition and subtraction are related to each other and are used to process information to solve problems</p> <p>DATA &amp; PROBABILITY:</p> <p>MS.2 Students will understand that objects and events can be organised in different ways.</p> <p>GEOMETRY:</p> <p>MG.2 Students will understand that some shapes are made up of parts that repeat in some way.</p> <p>Application:</p> <p>Exploration of shapes in community spaces, symmetry. Introduction to whole-part relationships through real world contexts and how they plan to use the community spaces.</p>	<p>PATTERN:</p> <p>MA.1 Students will understand that Patterns and sequences occur in everyday situations.</p> <p>NUMBER SENSE:</p> <p>MN.2 Students will understand that the operations of addition and subtraction are related to each other and are used to process information to solve problems.</p> <p>MN.12 Students will be able to Use ordinal numbers up to 10th to describe position.</p> <p>MEASUREMENT:</p> <p>MM.1 Students will understand that standard units allow us to have a common language to identify, compare, order and sequence objects and events.</p> <p>MM.3 Students will understand that estimation allows us to measure with different levels of accuracy.</p> <p>MM.3 Students will understand that estimation allows us to measure with different levels of accuracy.</p> <p>Applicaition:</p> <p>Links with measurement concepts like, time and money. Problems, solutions and estimations, ordinal numbers</p>	<p>DATA &amp; PROBABILITY:</p> <p>MS.1 Students will understand that we collect information to make sense of the world around us.</p> <p>MS.2 Students will understand that objects and events can be organised in different ways.</p> <p>GEOMETRY:</p> <p>MG.2 Students will understand that some shapes are made up of parts that repeat in some way.</p> <p>DATA &amp; PROBABILITY:</p> <p>MS.2 Students will understand that objects and events can be organised in different ways.</p> <p>PATTERN:</p> <p>MA.1 Students will understand that Patterns and sequences occur in everyday situations.</p> <p>Applicaition:</p> <p>Lines of symmetry, patterns in nature, mapping basic positions, spatial positioning. Sorting and categorising by features (attributes), habitats.</p>
PERFORMING ARTS	<p>Students explore different performance spaces and create their own environments which use performing arts devices and forms to tell their own stories.</p> <p>Example: redesigning spaces to support a performance through the arts (strong collaboration with design).</p>		<p>Students use performing arts devices and forms to tell their own stories.</p> <p>Example: Story box with random items in to prompt imagination and creativity, the boxes are regenerated with materials based on students own inquiries.</p>	<p>Students create story maps to include the elements of nature that are embedded in the context of the unit and its exploration through the senses.</p> <p>Example: students bring all the elements of performance together to create their own senses story map.</p>
P.E	<p>Introduction to Essential Agreements &amp; IB Learner Profile in PE.</p> <p>Collaborative Games: Exploring a range of invasion games themed to build our locomotor skills, spacial awareness and the importance of rules within games.</p>	<p>Using our Essential Agreements &amp; IB Learner Profile in PE: Students will design and practice a set of agreements centered around Purpose, Safety and Respect, which will serve as our guiding principles for the year ahead.</p>	<p>Balance, gymnastics and parkour as an expression of story telling through movement (Movement Compostion)</p>	<p>Adventure Challenge: Exploring cooperation, the roles and responsibilities within a team and problem solving.</p>
DESIGN CONNECTIONS	<p>Students are introduced to a simplified design thinking model. They begin to see design as a process of thinking and expression that can be connected across subject areas.</p> <p>Example - using the design thinking model to develop ideas around bringing people together through contexts that support participation eg. a celebration, a tea party, book club, a story performance.</p>	<p>Design challenges - integration of design thinking and construction through the context of the unit of inquiry and students personal inquiries.</p> <p>Example - redesigning learning spaces in the classroom to fit a specific purpose, or designing an item for those spaces.</p>	<p>Design challenges - integration of design thinking and construction through the context of the unit of inquiry and students personal inquiries.</p> <p>Example - designing story sets using props, hands-on materials and technology that allow students to tell their stories in different ways.</p>	<p>Design challenges - integration of design thinking and construction through the context of the unit of inquiry and students personal inquiries.</p> <p>Example - collaborate on the story map designs.</p>
ALL OTHER SINGLE SUBJECTS (INCLUDING MANDARIN) ARE INTEGRATED THROUGH HOMEROOM INQUIRIES AND ACTIVITIES.				