

G1	Who We Are 1st UOI	How we Express Ourselves 2nd UOI	Where we are in Place & Time 3rd UOI	How we Organise Ourselves 4th UOI	How the World Works 5th UOI	Sharing the Planet 6th UOI
	Peoples relationships with each other can have an effect on well being.	Retelling a story in different ways can change it's meaning.	Documenting our local area can reveal unknown features and activities.	Production often involves people working through a process.	By investigating living things we can learn how their needs are met.	Actions we take to transform our surroundings can cause many changes.
CONCEPTS:	CAUSATION, RESPONSIBILITY	PERSPECTIVE, CHANGE	CONNECTION, FUNCTION	RESPONSIBILITY, FUNCTION	FORM, FUNCTION	CAUSATION, CHANGE, RESPONSIBILITY
Related CONCEPTS:	Friendships, cooperation, actions & consequences decision making, empathy.	Creativity, expression, meaning, audience, imagination, technique, purpose, presentation,	Symbols, information, orientation, discovery, representation, mapping, networks, role,	systems, interdependence, role, cooperation, organisation, structure, data,	Classification, living vs non living things, interdependence, habitat, relationships,	Purpose, consequences, ownership, responsibility, transformation
Lines of Inquiry	* How we develop relationships. * How relationships affect us. * Exploring roles and behaviours within relationships.	* Using the creative process. * Different ways to tell a story * Using imagination to change a story.	* Exploring our locality. * Maps and how we use them. * Ways to document new information. * Organising and representing information.	* Stages of production. * Materials and resources needed for production. * Teamwork and organisation. * Becoming a producer.	* Features of living things. * Needs of living things * How living things interact with their environment.	* Identifying the purpose of different features around us. * How people interact with their environment. * Caring for the environment.
Power Standards	<i>PSPE (Identity): Understand that respecting other people's perspectives helps us develop empathy. Understand that every person is an individual.</i> <i>PSPE (Interaction): Understand that accepting others into a group builds openmindedness.</i> <i>ARTS: Understand that people communicate ideas, feelings and experiences through the arts.</i>	<i>DESIGN: Design grows out of natural curiosoty.</i> <i>ARTS: (Creating/Responding) Understand that people communicate feelings and ideas through the arts.</i> <i>ARTS: Understand that we solve problems during the creative process by thinking critically and imaginatively.</i>	<i>SS: Understand things that occur i places and reasons why they happen in these locations.</i> <i>SCI: Students understand that Science involves observing, asking questions about, and describing changes in, objects and events.</i>	<i>DESIGN: Technologies are tools that extend human capabilities.</i> <i>SCIENCE: Students understand that everyday materials can be physically changed in a variety of ways (Chem).</i> <i>PSPE (Interaction): Students understand thst participation in a group can require group members to take on different roles and responsibilities.</i>	<i>SCI: Understand that living things have a variety of external features (Bio).</i> <i>And, understand that living things live in different places where their needs are met (Bio).</i> <i>SS: Understand things that occur i places and reasons why they happen in these locations.</i>	<i>SS: Understand the natural, managed, and constructed features of places, their location, how they change and how they can be cared for.</i> <i>SCIENCE: Explore observable changes that occur in the sky and landscape (earth). Example how weather affects our environment.</i>
LANGUAGE ARTS	PERSONAL NARRATIVE: WRITING - W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation SPEAKING & LISTENING - S&L: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Inquiry suggestion: Students conduct short focused research projects to find out and share what makes a significant relationship for them. STAND ALONE: LAUNCHING READERS & WRITERS WORKSHOPS Building Habits of Good Writers & Readers, Illustration Unit, Open Genre W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	NARRATIVE: WRITING - W3: Small Moments: Personal Narrative, Narrative Genre. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use the writing process (W5). READING - Readers Getting to Know Characters in Books, Narrative Genre. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (RL.1) Example Walk in our Character's Footsteps: Inferring, Narrative Text + Readers Theater. S&L - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. exchanging ideas in groups. (LS.4) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (LS 2)	INFORMATIONAL: WRITING - Informational / explanatory texts gathering information from simple research Example: How to get from A to B. Record features from the local area and explain. (W2,5,6 & 7) READING - Determine central ideas and key details from texts. Analyse key features of non-fictional writing and compare to narrative forms (RL1, 4 & 5) S&L - Participate in collaborative conversations, follow rules, build upon others' talk and ask questions (LS 1 & 6)	INFORMATIONAL: WRITING - Informational / explanatory texts gathering information from simple research eg. A "how to" book. (W2,5,6 & 7) READING - Determine central ideas and key details from texts. Analyse key features of non-fictional writing and compare to narrative forms (RL1, 4 & 5) S&L - Participate in collaborative conversations, follow rules, build upon others' talk and ask questions (LS 1 & 6)	INFORMATIONAL / POETRY WRITING - Informational/explanatory texts gathering information from simple research (Independent applicaiton from previous taught concepts) Writing: Revising Using Poetry Devices, Poetry Genre (W2,5,6 & 7) READING - Determine central ideas and key details from texts. Analyse key features of non-fictional writing and compare to narrative forms (Independent applicaiton from previous taught concepts) (RL1, 4 & 5) S&L - Poetry - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate (LS 6)	PERSUASIVE: WRITING: Opinion Writing for Social Action, Opinion Genre. Write arguments to compare and support simple claims based on observations. (W1,8) READING: Explain major differences between books that tell stories and books that give information (RL 5) S&L: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (LS 4)
MATHS	NUMBER SENSE: - Students will understand that the base 10 values system is used to represent numbers and number relationships. - Students will understand that Number operations can be modelled in a variety of ways. PATTERN: - Students will know Patterns can be found in numbers. Applicaiton: # 1 - 10 (+/-) Estimation challenges.	NUMBER SENSE: - Students will understand that fractions are ways of representing whole-part relationships. PATTERN: - Students will understand that Patterns can be represented using numbers and other symbols. MEASUREMENT: - Students will understand that standard units allow us to have a common language to identify, compare, order and sequence objects and events. Applicaiton: - Math stories. - Fractions in real life. - Time.	NUMBER SENSE: - Students will understand that the operations of addition and subtraction, multiplication, and division are related to each other and are used to process information to solve problems. PATTERN: - Students will understand Whole numbers exhibit patterns and relationships that can be observed and described. Applicaiton: # 10 - 20. Problem solving. Directional language.	NUMBER SENSE: - Students will understand that fractions are ways of representing whole-part relationships. DATA & PROBABILITY: - Students will understand that Information can be expressed as organised and structured data. - Students will understand that Objects and events can be organised in different ways Applicaiton: - Project based learning scenarios related to the UOI - Graphing and analysis of data related to projects.	NUMBER SENSE: - Students will understand that the operations of addition and subtraction, multiplication, and division are related to each other and are used to process information to solve problems. MEASUREMENT: - Students will understand that standard units allow us to have a common language to identify, compare, order and sequence objects and events - Students will understand that we use tools to measure the attributes of objects and events. - Students will understand that estimation allows us to measure with different levels of accuracy. Application: - Project based learning scenarios related to the UOI - Graphing and analysis of data related to projects.	NUMBER SENSE: Review of G1 taught concepts. GEOMETRY: - Students will understand that shapes are classified and named according to their properties. - Students will understand that some shapes are made up of parts that repeat in some way. - Students will understand Specific vocabulary can be used to describe an object's position in space. Application: - Project based learning scenarios related to shape and space.
DESIGN CONNECTIONS	Lego Challenge- Intro to Design. Essential Agreements, IB Learner Profile, hopes and dreams, and goal setting in Design	Stop motion - retelling a story in a different way.	Beebot programming - creating maps and directional challenges.	Beebot - create an obstacle course challenge.	Hand-on - Through design cycle, design a water filter and or environmental device to promote sustainability.	Hand-on - Through design cycle, design a water filter and or environmental device to promote sustainability.
PERFORMING ARTS	Essential Agreements, IB Learner Profile, hopes and dreams, and goal setting in PA.	Integrated - Grade 1 Showcase - Retelling stories in different ways through stage performances.	S.A. - Exploring sounds to fit a performance. Connecting to the concepts connection and function through the use of musical symbols and mapping ideas - seqencing and organizing them.	S.A. - Using inspiration to produce a group performance.	S.A. - Our performances can provoke different responses from an audience.	S.A. - Our performances can provoke different responses from an audience.

P.E	Essential Agreements & 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.	Locomotor Movement & Inquiry Based Play: Fundamental PE skills & concepts including locomotor movement, equipment manipulation, spacial awareness, rules, boundaries, team work and prioblem solving.	Orientation & Obstacles: Developing coordination, manipulation and balance while traveling in different ways, changing speed and direction, and while maintaining body control.	Teamwork: Exploring cooperation, the roles and responsibilities within a team and problem solving.	Health Related Activity: An exploration into body systems and the importance of healthy life choices.	Collaborative Games: Exploring a range of invasion games themed on environment sustainability.
MANDARIN	<p>STAND ALONE:</p> <p>PHASE 1.</p> <p>Know: Greetings and introductions, Numbers.</p> <p>PHASE 2.</p> <p>Know: Vocabulary of feelings, likes/dislikes, polite language.</p> <p>Know: Simple grammatical rules .</p> <p>PHASE 3</p> <p>Know: Vocabulary for Thoughts, ideas and opinions.</p> <p>PHASE 4</p> <p>Know - Vocabulary for thoughts, ideas & opinions.</p>	<p>INTEGRATED:</p> <p>PHASE 1.</p> <p>Know: Names & family members, form Simple sentence.</p> <p>PHASE 2.</p> <p>Simple poems, rhymes & songs.</p> <p>Know: Tones changes the meaning .Basic radicals (transferred from the basic character.</p> <p>PHASE 3.</p> <p>Know: Chinese idioms, Stories, poems & rhymes.</p> <p>PHASE 4.</p> <p>Know: Chinese idiom and phrases traditional /Cultural Stories, poems & rhymes.</p>	<p>INTEGRATED:</p> <p>PHASE 1.</p> <p>Know: Places around school.</p> <p>Know: Characters represent one syllable, simple characters & strokes.</p> <p>PHASE 2.</p> <p>Know: Numbers in real life settings.</p> <p>Know: Simple grammatical rules.</p> <p>PHASE 3.</p> <p>Contexts for Purpose & Audience. Vocabulary for Hobbies & Interests.</p> <p>PHASE 4.</p> <p>Know:Vocabulary for Thoughts, ideas and opinions.</p>	<p>STAND ALONE:</p> <p>PHASE 1.</p> <p>Know: Numbers. Simple characters & strokes.</p> <p>PHASE 2.</p> <p>Know: Vocabulary for daily routines and home. Numbers in real life settings.</p> <p>Know: Conventions of printed text in Mandarin</p> <p>PHASE 3.</p> <p>Know: Contexts for Purpose & Audience. Chinese celebrations & traditions</p> <p>PHASE 4:</p> <p>Know: Vocabulary for Cultural traditions. Chinese celebrations & traditions.</p>	<p>INTEGRATED:</p> <p>PHASE 1.</p> <p>Know: Parts of the body.</p> <p>Tones in Chinese (Pinyin)</p> <p>PHASE 2.</p> <p>Know: Tones change the meaning words. Chinese characters formed by the certain patterns.</p> <p>PHASE 3.</p> <p>Know: Homophones and homographs are important in Chinese language. Radicals support meanings.</p> <p>PHASE 4.</p> <p>Know: Vocabulary for Thoughts, ideas and opinions.Contexts for Purpose & Audience.</p>	<p>INTEGRATED:</p> <p>PHASE 1.</p> <p>Know: Places around school</p> <p>PHASE 2.</p> <p>Know: Home and applied numbers in real life (</p> <p>PHASE 3.</p> <p>Know: Sport, hobbies & interests</p> <p>PHASE 4.</p> <p>Know: Shopping & school community .</p>