

| G3 | Who We Are 1st UOI (4 Wks) | How the World Works 2nd UOI (5 Wks) | How we Organise Ourselves 3rd UOI (6 Wks) | Sharing the Planet 4th UOI (5 Wks) | How we Express Ourselves 5th UOI (6 Wks) | Where we are in Place & Time 6th UNIT (7 Wks) |
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| | Customs and traditions play an important role in shaping our identity. | By tinkering with materials we can learn why they are valuable to people. | Communities plan and establish systems in order to meet people's needs. | Environmental well being and human well being are interconnected. | A work of art may be the product of complex processes. | Exploration can lead to change. |
| CONCEPTS: | PERSPECTIVE, FORM | CAUSATION, FUNCTION | FUNCTION, RESPONSIBILITY | CONNECTION, RESPONSIBILITY | PERSPECTIVE, FORM | CONNECTION, CHANGE |
| Related CONCEPTS: | Identity, Family values, traditions | Classification, peoperties, value, investigation | resources, needs & wants, systems, oraganisation, role, initiative. | relationships, spirituality, well-being | Creativity, expression, representation, pattern, shape. process | discovery, diversity, location, freedom, colonization, migration, risk, progress, |
| Lines of Inquiry | <ul style="list-style-type: none"> Customs, traditions and their meaning. Lifestyles and choices. Connections between beliefs and values. | <ul style="list-style-type: none"> Curating materials. Investigating the use of materials. Why heating and cooling materials is important for people. | <ul style="list-style-type: none"> Systems and services found in settlements. Peoples needs and wants. How decisions are made. | <ul style="list-style-type: none"> Ways that people and nature are connected. Dependent relationships found in nature. How we can help create balance with nature. | <ul style="list-style-type: none"> The nature of art. How art can follow a process. The influence of personal and cultural expereinces. | <ul style="list-style-type: none"> What it means to explore. Discoveries we can make through exploration. How new ideas can lead to change. |
| Power Standards | <p><i>PSPE (Identity): Understand that a persons identity evolves as a result of many cultural influences.</i></p> <p><i>PSPE: Identity - Understand that by understanding ourselves helps us to better understand others.</i></p> <p><i>ARTS (Responding) Understand that when experiencing art, we make connections between different cultures, places and times.</i></p> | <p><i>DESIGN: Design grows out of natural curiosity. Skills can be developed through play.</i></p> <p><i>SCIENCE: Students understand that a change of state between a solid and liquid can be caused by adding or removing heat. Students understand that heat can be produced in many ways and can move from one object to another.</i></p> | <p><i>DESIGN: Technologies are tools that extend human capabilities. Designs grow out of natural curiosity.</i></p> <p><i>SS: Understand the similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places.</i></p> | <p><i>SS: Understand the similarities and differences between places in terms of their type of settlement, demographic, characteristics and the lives of people who live there, and peoples perceptions of these places.</i></p> <p><i>SCIENCE: Students understand that living things can be grouped on the basis of observable features and can be distinguished from non-living things. (Bio).</i></p> | <p><i>ARTS: (Responding) Understand that we are receptive to art practices and artworks from different cultures, places and/or times.</i></p> <p><i>Students will understand that people explore issues, beliefs and values through arts.</i></p> <p><i>ARTS: (Creating) Understand that our artwork can provoke different responses from others.</i></p> <p><i>DESIGN: Design grows out of natural curiosity. Skills can be developed through play.</i></p> | <p><i>SS: Understand how the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community or communities in their home countries.</i></p> <p><i>SCIENCE: Students understand that science knowledge helps people to understand the effect of their actions.</i></p> <p><i>Students understand the earth's rotation on it's axis causes regular changes, including night and day (earth)</i></p> |
| LANGUAGE ARTS | <p>NARRATIVE:</p> <p>WRITING - Launching Writer's Workshop with Small Moments, 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>READING - Launching readers workshop</p> <p>Building Habits of Good Writers & Readers, introduction to styategies, Illustration Unit, Open Genre.</p> <p>RL.1 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.</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>SPEAKING & LISTENING - 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>INFORMATIONAL:</p> <p>WRITING - (Procedural) 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.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>READING - RL.1 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.</p> <p>SPEAKING & LISTENING - LS.4 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.</p> | <p>INFORMATIONAL / PERSUASIVE:</p> <p>WRITING - (Explanatory) 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>Persuasive Writing - W.1.a. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>READING - RL. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p> <p>RL.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.</p> <p>SPEAKING & LISTENING - 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>INFORMATIONAL</p> <p>WRITING - (Explanatory) 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 - RL.1 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.</p> <p>RL.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.</p> <p>RL.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>SPEAKING & LISTENING - LS.4 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.</p> | <p>NARRATIVE / POETRY</p> <p>WRITING - 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>READING - 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. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p> <p>RL.10 Read and comprehend complex literary and informational texts independently and proficiently</p> <p>SEPAKING & LISTENING - LS.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>OPEN GENRE (Connected to unit)</p> <p>WRITING & READING - Students explore, recoutns, narratives and explanatory texts related to exploration and discovery.</p> <p>SPEAKING & LISTENING - LS.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LS.4 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.</p> |
| MATHS | <p>NUMBER SENSE:</p> <p>- Students will understand The operations of addition subtraction, multiplication and division are related to each other and are used to process information to solve problems (MN.2).</p> <p>- Students will understand that Number operations can be modeled in a variety of ways (MN4).</p> <p>PATTERN:</p> <p>- Students will understand that By analysing patterns and identifying rules for patterns it is possible to make predictions (MA.1).</p> <p>Applicaition:</p> <p>Developing good habits of mathematicians.</p> <p>Open-ended problems.</p> | <p>NUMBER SENSE:</p> <p>- Students will understand The base 10 value system extends in two directions (MN.1).</p> <p>PATTERN:</p> <p>Students will know Patterns can be analysed and rules identified (MA.2)</p> <p>MEASUREMENT:</p> <p>- Students will understand that Different properties of objects are measured for different reasons (MM.3)</p> <p>DATA & PROBABILITY:</p> <p>Students will understand that Data can be collected and manipulated to convey information in different ways (MS.1)</p> <p>Applicaition:</p> <p>Estimation</p> <p>Open-ended measurement problems connected to materials.</p> <p>Collect and graph results from experiments.</p> | <p>NUMBER SENSE:</p> <p>- Students will understand that Fractions are ways of representing whole-part relationships (MN.3).</p> <p>PATTERN:</p> <p>Students will know Patterns can be analysed and rules identified (MA.2).</p> <p>MEASUREMENT:</p> <p>tudents will understand that Units measure specific properties of objects (length - cm, area - sqm and capacity/volume - mL) (MM.2)</p> <p>GEOMETRTY:</p> <p>Students will understand 3D figures can be built from 2D nets (MG.4).</p> <p>Application:</p> <p>Project-based challenges related to UOI. Example, creating a model city to meet the needs of a community.</p> <p>Exploration of perimeter and area.</p> | <p>NUMBER SENSE:</p> <p>- Students will understand that Number operations can be modeled in a variety of ways (MN.4).</p> <p>DATA & PROBABILITY:</p> <p>Students will understand that Information can be expressed as organised and structured data (MS.1)</p> <p>GEOMETRY:</p> <p>MG.1 Students will understand that Geometric shapes and associated vocabulary are useful for representing and describing objects in real-world situations.</p> <p>Application:</p> <p>Constructing Venn diagrams. Gathering and presenting data in different ways.</p> <p>Exploring symmetry and patterns in nature.</p> | <p>NUMBER SENSE:</p> <p>- Students will understand that Fractions are ways of representing whole-part relationships (MN.3).</p> <p>GEOMETRY:</p> <p>- Students will understand that Changing the position of a shape does not alter its properties (MG.2)</p> <p>- Students will understand Shapes can be transformed in different ways (MG.3).</p> <p>PATTERN:</p> <p>- Students will understand that By analysing patterns and identifying rules for patterns it is possible to make predictions (MA.1).</p> <p>Application:</p> <p>Exploring tessellations, symmetry (reflectional, rotational, trans).</p> <p>Exploring shapes and patterns in art.</p> | <p>NUMBER SENSE:</p> <p>- Students will understand The operations of addition subtraction, multiplication and division are related to each other and are used to process information to solve problems (MN.2).</p> <p>MEASUREMENT:</p> <p>- Students will understand that Relationships exist between standard units that measure the same attributes (measuring in cm or metres for length) (MM.1).</p> <p>GEOMETRY:</p> <p>- Students will understand that Geometric shapes and associated vocabulary are useful for representing and describing objects in real-world situations (MG.1).</p> <p>Application:</p> <p>Exploring grids and coordinates. Exploring concepts of time, temperature and scales.</p> |
| DESIGN CONNECTIONS | Design challenges, Essential Agreements, IB Learner Profile, hopes and dreams, and goal setting | Circuits - exploration of materials, and conduction of heat through electricity | Prop Design - school production (standalone) | Prop Design - school production (standalone) | Design - take it apart, transforming everyday materials into art. | Design - take it apart, transforming everyday materials into art. |
| PERFORMING ARTS | Essential Agreements, IB Learner Profile, hopes and dreams, and goal setting in PA. Masks & performance through the lens of the UOI and "identity." | Stomp type production | PRODUCTION (13 WKS) | PRODUCTION (13 WKS) | Integrated - Personalised performance art following the PA cycle. | Exploration of musical instruments and their origins (China as a model). |
| 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. | Collabroation with Perfoming Arts on production. | Game stragety and decsision making. | Exploration into outdoor sports, games and other activities that can connect us to nature and improve our wellbeing (HRA Link). | Balance, gymnastics and parkour as an expression of human art in motion (Movement Compostion) | Collaborative Games: Exploring a range of invasion games themed on migration, risk and colonization. |

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| MANDARIN | Integrated | Integrated | Integrated | Integrated | Stand alone | Integrated |
| | Phase 1 Know: Names & family members. Know: Numbers 1-10, 10s 100s. | Phase 1 Know: Classroom items. Know: Numbers 1-10, 10s 100s. | Phase 1 Know: Greetings and introductions. Know: Places around school. | Phase 1 Know: Parts of the body. Know:Tones in Chinese (Pinyin) | Phase 1 Know: Greetings and introductions. Know: Simple characters & strokes. | Phase 1 Know: Numbers 1-10, 10s 100s. Know: Places around school. |
| | Phase 2 Know: Forms of polite language. Conventions of printed text in Mandarin | Phase 2 Know: Tones changes the meaning Know: Basic radicals (transferred from the basic character) 人-单人旁 | Phase 2 Know: Vocabulary for daily routines and home. Know: Simple question types. | Phase 2 Know: Vocabulary of feelings, likes/dislikes. Know: Vocabulary for Thoughts, ideas and opinions | Phase 2 Know: Simple grammatical rules (including beginning, middle & ending sounds). Know: Chinese characters formed by the certain patterns | Phase 2 Know: Simple poems, rhymes and songs. Know: Simple question types. |
| | Phase 3 Know: Chinese idiom and culture stories, poems & rhymes | Phase 3 Know:Homophones and homographs are important in Chinese language | Phase 3 Know: Contexts for Purpose & Audience. | Phase 4 Know: Vocabulary for Sports | Phase 3 Know: Radical support meanings. Know: Stories, poems & rhymes | Phase 3 Know: Chinese celebrations & traditions. |
| | Phase 4 Know: Traditional /Culture Stories, poems & rhymes Know: Vocabulary for Traditional /Culture | Know: Contexts for Purpose & Audience. Phase 4 Know: Contexts for Purpose & Audience. | Phase 4 Know: Vocabulary for the school community. | | Phase 4 Know:Contexts for Purpose & Audience. | Phase 4 Know: Chinese celebrations & traditions. Know: Chinese idiom and phrases |