

POI Grade1

Who we are

Area of TD Theme	<ul style="list-style-type: none">● An inquiry into the nature of self● Beliefs and values
Central Idea	People's actions are a reflection of their beliefs.
Key Concepts	<ul style="list-style-type: none">● Perspective● Causation● Reflection
Related concepts	identity, culture, beliefs, traditions, values
Lines of Inquiry	<ul style="list-style-type: none">● Our identities● Our customs● Similarities and differences
Learner Profile	Inquirer, Open-minded
Attitudes	Appreciation, Tolerance, Cooperation
How Singapore will be used to facilitate the inquiry	Celebrations, customs and traditions in Singapore.
Teacher Provocations	<ul style="list-style-type: none">● Bring in items from different cultures● Guest speakers● Getting to know each other/finding commonalities grid● Field trip
Subject Focus	PSPE, Humanities,
Subject Specific skills	Humanities: <ul style="list-style-type: none">● Formulate and ask questions about the past, future and places and society. Use and analyse evidence from a variety of historical, geographical and societal sources

Subject Specific Knowledge	<p>Humanities:</p> <ul style="list-style-type: none"> • Compare and contrast different customs and beliefs. Identify how actions can relate to a person's identity. Understand what beliefs and values are. <p>PSPE:</p> <ul style="list-style-type: none"> • Understanding and respecting other people's perspective helps us to develop empathy.
Core ATL's (TD Skills)	<p>Research Skills: Formulating Questions, Collecting Data, Recording data, Organising data, Interpreting data, Presenting Research</p> <p>Thinking Skills: Acquisition of Knowledge, Analysis, Dialectical Thought</p> <p>Social Skills: Respecting others</p> <p>Communication Skills: Listening, Speaking</p>
Integrators contributions	<p>Develop vocabulary for communication, self introduction (Mandarin)</p> <p>Dramatic role play - group membership (PA)</p>
What does a Grade Level appropriate understanding of this central idea look like?	<p>Children understand that people dress, eat and act differently because of their culture and traditions.</p>
The essence of this unit in less than 20 words	<p>Children learn who they are through an inquiry into their beliefs and values and develop an appreciation of others.</p>

Where we are in place and time

Area of TD Theme	<ul style="list-style-type: none">● orientation in place and time● personal histories
Central Idea	The world has changed during our lifetime
Key Concepts	<ul style="list-style-type: none">● Change● Causation● Perspective
Related concepts	relationships, interconnectedness, adaptation and modification
Lines of Inquiry	<ul style="list-style-type: none">● Changes in my lifetime● Changes in my parents' lifetime● Changes in my grandparents' lifetime
Learner Profile	Inquirers, Knowledgeable
Attitudes	Appreciation, Curiosity
How Singapore will be used to facilitate the inquiry	How technology, transportation and places have changed in Singapore. Use local people as resources.
Teacher Provocations	<ul style="list-style-type: none">● Bringing in old items (typewriter) etc and photos of old items● Personal timelines● Questionnaires of parents and grandparents● Field trip to Old Rail Corridor● Ride on a modern driverless MRT

Subject Focus	Humanities, Mathematics
Subject Specific skills	<p>Humanities:</p> <ul style="list-style-type: none"> Use and analyse evidence from a variety of historical, geographical and societal sources. Formulate and ask questions about the past, the future, places in society <p>Mathematics:</p> <ul style="list-style-type: none"> Collect, display and interpret data for the purpose of answering questions. Time: Create timelines chronologically
Subject Specific Knowledge	<p>Humanities:</p> <ul style="list-style-type: none"> Identify events in chronological order. Identify changes they have undergone from birth to present (ie what changes their families have gone through in their lifetime) <p>Mathematics:</p> <ul style="list-style-type: none"> Identify and understand types of graph. Tell time using past and present
Core ATLs (TD Skills)	<p>Thinking Skills: Analysis, Synthesis, Evaluation</p> <p>Research Skills: Formulating questions, Collecting data, Organising data, Presenting research data</p>
Integrators contributions	Mandarin
What does a Grade Level appropriate understanding of this central idea look like?	Changes in the world impact our lives.
The essence of this unit in less than 20 words	Students explain how change has occurred in their own lifetimes, and in that of their parents and grandparents.

How we express ourselves

Area of TD Theme	<ul style="list-style-type: none">• the ways in which we reflect on, extend and enjoy our creativity• our appreciation of the aesthetic
Central Idea	We experience art using our senses
Key Concepts	<ul style="list-style-type: none">• Function• Perspective• Reflection
Related concepts	imagination, imagery, expression
Lines Inquiry	<ul style="list-style-type: none">• Our 5 senses• Different forms of The Arts• Using our knowledge to create art
Learner Profile	Communicators, Reflective, Risk-takers, Thinkers
Attitudes	Appreciation, Creativity, Enthusiasm, Confidence
How Singapore will be used to facilitate the inquiry	Use local locations to inquire into the arts as a provocation.
Teacher Provocations	<ul style="list-style-type: none">• Field trips• Senses experiments• Senses rotations• Exposure to different art forms

Subject Focus	Performing Arts, Visual Arts and Science
Subject Specific skills	<p>Performing Arts:</p> <ul style="list-style-type: none"> • Share Drama with different audiences by participating, listening and watching. Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings. <p>Visual Arts:</p> <ul style="list-style-type: none"> • Identify the textual qualities in works of art and understand that artists simulate a range of textures to express ideas and emotions.
Subject Specific Knowledge	<p>Science:</p> <ul style="list-style-type: none"> • Identify the 5 senses. Understand how people interact with the environment through the 5 senses.
Core ATL's (TD Skills)	<p>Research Skills: Planning Thinking Skills: Analysis Self-management Skills: Fine motor, Gross motor, Spatial awareness, Organisation, Time Management Communication Skills: Nonverbal communication, Viewing, Presenting</p>
Integrators contributions	<p>Original compositions from story (Performing Arts)</p> <p>Using our senses to create and respond to art (Visual Arts)</p>
What does a Grade Level appropriate understanding of this central idea look like?	Our five senses help us to understand and create art.
The essence of this unit in less than 20 words	Students will interpret, experience and create different forms of art using their senses.

How the world works

Area of TD Theme	<ul style="list-style-type: none">● the natural world and its laws● the interaction between the natural world (physical and biological) and human societies
Central Idea	Living things change.
Key Concepts	<ul style="list-style-type: none">● Form● Change● Connection
Related concepts	cycles, growth, living things, adaptation, growth, transformation, sequences, interrelatedness
Lines Inquiry	<ul style="list-style-type: none">● Life cycles● The similarities and differences in life cycles● Factors that affect living things● How living things adapt
Learner Profile	Inquirers, Knowledgeable
Attitudes	Empathy, Commitment, Respect, Curiosity
How Singapore will be used to facilitate the inquiry	Field trips to Wetlands Reserves/ Nature Reserves to observe the native flora and fauna. The Grade One garden
Teacher Provocations	<ul style="list-style-type: none">● Field trips to nature parks● Visit the school garden

	<ul style="list-style-type: none"> • Non-fiction books, YouTube clips
Subject Focus	Science, Information Literacy
Subject Specific skills	<p>Science:</p> <ul style="list-style-type: none"> • Demonstrating similarities and differences in the life cycles and the factors that can affect them. Use scientific vocabulary to explain their observations and experiences. Observe carefully in order to gather data. Understand life cycles of different living things and the changes they go through. Understand the stages of development and interruptions to life cycles. <p>Information Literacy</p> <ul style="list-style-type: none"> • Awareness of different sources of information • Select appropriate information to complete an inquiry task with guidance
Subject Specific Knowledge	<p>Science:</p> <ul style="list-style-type: none"> • living things go through a process of change. Factors affect life cycles/ ways living things adapt <p>Information Literacy</p> <ul style="list-style-type: none"> • Locate an appropriate information source with teacher guidance • With assistance, identify information from reading text and looking at pictures in books and other sources such as, websites.
Core ATL's (TD Skills)	<p><u>Thinking Skills:</u> Acquisition of knowledge, Comprehension</p> <p><u>Communication Skills:</u> Reading, Writing, Presenting</p> <p><u>Research Skills:</u> formulating questions, Observing, Planning, Collecting data, Recording data, Organising data, Interpreting data, Presenting research findings.</p>

	<u>Self-management Skills:</u> Healthy lifestyle
Integrators contributions	Clay models of life-cycles(Visual Arts)
What does a Grade Level appropriate understanding of this central idea look like?	Living things change and adapt.
The essence of this unit in less than 20 words	Students will understand how living things go through cycles of growth and change and respond to different factors.

How we organize ourselves

Area of TD Theme	<ul style="list-style-type: none">• the interconnectedness of human-made systems and communities• the structure and function of organizations
Central Idea	Food goes through a journey to get to our plates.
Key Concepts	<ul style="list-style-type: none">• Function• Change• Connection
Related concepts	processes, production, transportation, distribution, consumption
Lines Inquiry	<ul style="list-style-type: none">• The foods we eat.• How food becomes edible.• Different ways food can be distributed.
Learner Profile	Inquirers, Communicators, Knowledgeable, Thinkers
Attitudes	Cooperation, Confidence, Curiosity, Independence
How Singapore will be used to facilitate the inquiry	A visit to the Goat Farm. Compare food distances between imports and locally produced foods.

Teacher Provocations	<ul style="list-style-type: none"> ● Where does milk come from? ● Field trip to the dairy farm ● YouTube Fish Finger video(food miles) ● Possible trip to noodle factory/ Tofu factory ● Problem posing
Subject Focus	Humanities, Science
Subject Specific skills	<p>Humanities:</p> <ul style="list-style-type: none"> ● Describing different processes of food distribution. Explaining the steps that are involved in food distribution. Comprehend how transportation affects food distribution <p>Science:</p> <ul style="list-style-type: none"> ● Identify a question or problem to be explored
Subject Specific Knowledge	<p>Humanities:</p> <ul style="list-style-type: none"> ● Understand the process of production, transportation, distribution and consumption of food
Core ATL's (TD Skills)	<p><u>Communication Skills:</u> Listening, Speaking, Reading, Writing, Viewing, Presenting <u>Research Skills:</u> Formulating questions, Collecting data, Recording data, Presenting research data <u>Self-management:</u> Organisation <u>Thinking Skills:</u> Acquisition of knowledge, Application, Synthesis, Evaluation <u>Social Skills:</u> Cooperating</p>
Integrators contributions	
What does a Grade Level appropriate understanding of this central idea look like?	Students will understand how food gets to us in different ways.

The essence of this unit in less than 20 words	Students will gain a deeper awareness and understanding of food production and distribution.
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Sharing the planet

Area of TD Theme	<ul style="list-style-type: none"> ● communities and the relationships within and between them ● peace and conflict resolution
Central Idea	Working together strengthens communities.
Key Concepts	<ul style="list-style-type: none"> ● Causation ● Perspective ● Responsibility
Related concepts	conflict, peace, cooperation, communication
Lines Inquiry	<ul style="list-style-type: none"> ● Working together cooperatively ● Roles within different groups ● Conflict resolutions
Learner Profile	Communicators, Caring, Reflective, Principled, Thinkers, Open-minded, Balanced
Attitudes	Cooperation, Empathy, Integrity, Respect, Tolerance
How Singapore will be used to facilitate the inquiry	Inquire into how the schools and essential services in

	Singapore work cooperatively in the community.
Teacher Provocations	<ul style="list-style-type: none"> • Kelso's Choices • Group building projects • Interviews with people in school community.
Subject Focus	PSPE, Humanities
Subject Specific skills	<p>Humanities:</p> <ul style="list-style-type: none"> • Formulate and ask questions. <p>PSPE:</p> <ul style="list-style-type: none"> • Cooperating; Resolving and managing conflicts; Understanding the impact of their actions on each other and the environment; Recognizing others' perspectives and accommodating these to shape a better view of the world; Identifying feelings and begin to understand how these are related to behavior; Being aware of their emotions and beginning to regulate their emotional responses and behavior;
Subject Specific Knowledge	<p>Humanities:</p> <ul style="list-style-type: none"> • Understanding what a community is. Identifying what conflicts are occurring. Different roles people play in a group. Conflicts can be resolved in different ways.
Core ATL's (TD Skills)	<p><u>Social Skills:</u> Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p><u>Self-management:</u> Spatial awareness, Organisation, Time management, Safety, Codes of behaviour, Informed choices</p> <p><u>Thinking skills:</u> Comprehension, Application, Evaluation, Metacognition</p> <p><u>Communication skills:</u> Listening, Speaking, Non-verbal</p>

	communication
Integrators contributions	Teamwork & Problem Solving (PE) Collaborative artwork for a cause(Visual Arts)
What does a Grade Level appropriate understanding of this central idea look like?	Working together makes our communities strong, safe and happy.
The essence of this unit in less than 20 words	Students will understand that communities require their members to cooperate together.