

Who we are

Area of TD Theme	<ul style="list-style-type: none">• the nature of self• human relationships including families, friends, communities, and cultures
Central Idea	We are the same and different to other people.
Key Concepts	<ul style="list-style-type: none">• Form• Connection
Related concepts	Cooperation, interdependence, genetics
Lines Inquiry	<ul style="list-style-type: none">• Who I am• The people around me
Learner Profile	Caring, Open-Minded, Reflective
Attitudes	Appreciation, Respect, Tolerance, Cooperation
How Singapore will be used to facilitate the inquiry	Surveys of the different people in our school
Teacher Provocations	<ul style="list-style-type: none">• Mirrors• What do you like/look like?• How are you the same as (family member or friend)? Different?• Why is friendship important? / Why is family important?
Subject Focus	Humanities, Science, PSPE, Mathematics
Subject Specific skills	Humanities: <ul style="list-style-type: none">• formulate and ask questions; identify roles Science: <ul style="list-style-type: none">• observe carefully in order to gather data; interpret and

	evaluate data gathered in order to draw conclusions
Subject Specific Knowledge	<p>Humanities:</p> <ul style="list-style-type: none"> • characteristics of self & connection to others <p>Pastoral (PSPE):</p> <ul style="list-style-type: none"> • personal identity & relationships <p>Science (living things):</p> <ul style="list-style-type: none"> • we resemble our parents & differences among individuals <p>Mathematics:</p> <ul style="list-style-type: none"> • measurement (growth & comparison)
Core ATL's (TD Skills)	<p><u>Research Skills:</u> Formulating questions, Observing</p> <p><u>Social Skills:</u> Respecting others</p> <p><u>Communication Skills:</u> Speaking, Viewing, Presenting</p>
Integrators contributions	<p>Portraits and people (Visual Arts) Developing vocabulary to describe self (Mandarin)</p>
What does a Grade Level appropriate understanding of this central idea look like?	Can identify personal uniqueness (physical characteristics, preferences) and connect this to family & friends.
The essence of this unit in less than 20 words	Exploration of personal identity & how this is connected to others

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
Central Idea	Stories are shared and responded to in many ways.
Key Concepts	<ul style="list-style-type: none">• Perspective• Reflection
Related concepts	imagination, culture, opinion, interpretation
Lines Inquiry	<ul style="list-style-type: none">• How stories are told• The feelings that stories cause• Stories connect to our experiences
Learner Profile	Communicators, Principled, Risk-Takers
Attitudes	Empathy, Integrity, Creativity, Enthusiasm, Confidence
How Singapore will be used to facilitate the inquiry	Big Eyes Big Mind film festival; Singapore traditional/cultural stories.
Teacher Provocations	<ul style="list-style-type: none">• How is this story being told?• How does this story make you feel?• Can you make any personal connections to this story?• What stories are important to you and your family?
Subject Focus	Literacy, Humanities, Performing Arts, Visual Arts
Subject Specific skills	Humanities: <ul style="list-style-type: none">• orientate in relation to place and time

Subject Specific Knowledge	<p>Literacy:</p> <ul style="list-style-type: none"> listening to & responding to stories; ; telling stories; recognizing different forms of storytelling <p>Humanities:</p> <ul style="list-style-type: none"> understand that the stories we tell are connected to the world around us <p>Visual Arts</p> <ul style="list-style-type: none"> Understand that the Visual Arts are an integral part of storytelling
Core ATL's (TD Skills)	<p><u>Thinking Skills:</u></p> <ul style="list-style-type: none"> comprehension, application, synthesis, dialectical thought <p><u>Social skills:</u></p> <ul style="list-style-type: none"> resolving conflict, group decision making, adopting a variety of group roles <p><u>Communication skills:</u></p> <ul style="list-style-type: none"> listening, speaking, reading, writing, viewing, presenting, non-verbal
Integrators contributions	<p>Creating storytelling tools and props(Visual Arts) Traditional stories (Mandarin) Telling a story through movement/dance (Performing Arts)</p>
What does a Grade Level appropriate understanding of this central idea look like?	<p>Students are able to identify different storytelling formats, retell simple stories & make personal connections (feelings/experiences) to stories shared.</p>
The essence of this unit in less than 20 words	<p>Encouraging confidence in expression and engaging with stories in different formats & methods</p>

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	Light behaves in different ways.
Key Concepts	<ul style="list-style-type: none">• Form• Function• Change
Related concepts	properties, behavior
Lines Inquiry	<ul style="list-style-type: none">• Light sources• How light is used• How light can be changed
Learner Profile	Inquirers, Knowledgeable, Thinkers, Communicators
Attitudes	Curiosity, Independence, Confidence
How Singapore will be used to facilitate the inquiry	
Teacher Provocations	<ul style="list-style-type: none">• Dark Days• Shadow play• Where is the light coming from? What is it doing?• What would happen if there was no light?
Subject Focus	Science, Mathematics
Subject Specific skills	Science:

	<ul style="list-style-type: none"> Observe carefully in order to gather data; Identify or generate a question or problem to be explored; Make and test predictions.
Subject Specific Knowledge	<p>Mathematics:</p> <ul style="list-style-type: none"> durations of time/day & night <p>Science:</p> <ul style="list-style-type: none"> materials & matter: light sources & uses; scientific literacy: observations, scientific vocabulary, making & testing predictions, interpreting data (theory ⇒ experiment ⇒ conclusion)
Core ATL's (TD Skills)	<p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research.</p> <p>Self-Management Skills: Fine Motor, Spatial Awareness, Safety.</p> <p>Thinking Skills: Acquisition of Knowledge, Comprehension, Application, Analysis, Metacognition</p>
Integrators contributions	<p>Sun catchers, exploring light and shadow(Visual Arts) Pixelstick Chinese puppet show (Mandarin)</p>
What does a Grade Level appropriate understanding of this central idea look like?	<p>Can identify sources of light & everyday uses. Can demonstrate how light can be manipulated (i.e. making shadows, reflections)</p>
The essence of this unit in less than 20 words	<p>Development of scientific literacy (observation, prediction, experimentation, conclusion) through exploration of phenomenon in their environment</p>

How we organize ourselves

Area of TD Theme	<ul style="list-style-type: none">• the interconnectedness of human-made systems and communities• societal decision-making
Central Idea	We move in different ways for different purposes.
Key Concepts	<ul style="list-style-type: none">• Form• Causation• Responsibility
Related concepts	similarities, differences, systems, transportation, body form, body control, safety, fair play
Lines Inquiry	<ul style="list-style-type: none">• Ways we move• Reasons that we move• How we move safely
Learner Profile	Knowledgeable, Risk-Taker, Reflective, Balanced
Attitudes	Confidence, Commitment, Cooperation
How Singapore will be used to facilitate the inquiry	Transport in SG (buses, MRT); field trips to local roads, skate park, Adventure Playground; Changi airport.
Teacher Provocations	<ul style="list-style-type: none">• MPR Playscape & Adventure Playground• new movement experiences (climbing, soccer, ballet)• Why do we chose to move in one way rather than another? (i.e. MRT versus walking, walking versus running)• Why is moving important?

Subject Focus	Humanities, Science, Mathematics, PSPE
Subject Specific skills	<p>PSPE:</p> <ul style="list-style-type: none"> • master new skills & techniques in a variety of physical activities & settings <p>Humanities:</p> <ul style="list-style-type: none"> • use and analyze evidence; identify roles, rights & responsibilities in society; orientated in relation to place and time
Subject Specific Knowledge	<p>Mandarin:</p> <ul style="list-style-type: none"> • movement vocabulary (how we move, modes of transportation), direction (stop, go, left, right); patterns in Mandarin words <p>Humanities (Geography):</p> <ul style="list-style-type: none"> • personal choices about movement <p>Science (Living things):</p> <ul style="list-style-type: none"> • how & why we move & importance of movement <p>Mathematics (Shape & Space):</p> <ul style="list-style-type: none"> • positional language • (Data handling): sorting, labelling, pictographs <p>PE (physical literacy):</p> <ul style="list-style-type: none"> • gross motor skills & fundamental movement
Core ATL's (TD Skills)	<p>Research Skills: Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research.</p> <p>Self-Management Skills: Gross Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices.</p> <p>Thinking Skills: Analysis, Evaluation.</p> <p>Social Skills: Accepting Responsibility, Cooperating.</p> <p>Communication Skills: Non-verbal, Viewing.</p>
Integrators contributions	Link to fundamental movement skills (PE)

	Develop vocabulary for road safety (Mandarin)
What does a Grade Level appropriate understanding of this central idea look like?	Name and identify different ways to move; describes personal choices of movement.
The essence of this unit in less than 20 words	Awareness and intentionality in movement choices