

### Who we are

Area of TD Theme	<ul style="list-style-type: none"><li>• personal, physical, mental, social and spiritual health</li><li>• rights and responsibilities</li></ul>
Central Idea	Routines support our well being.
Key Concepts	<ul style="list-style-type: none"><li>• Causation</li><li>• Connection</li><li>• Responsibility</li></ul>
Related concepts	safety, choices
Lines Inquiry	<ul style="list-style-type: none"><li>• Ways I take care of my body</li><li>• Ways I take care of my mind</li><li>• Things that help me learn</li></ul>
Learner Profile	Risk-taker, Balanced
Attitudes	Commitment, Confidence, Independence
How Singapore will be used to facilitate the inquiry	Looking at a range of the population of Singapore
Teacher Provocations	<ul style="list-style-type: none"><li>• Cosmo kids yoga adventures online</li></ul>
Subject Focus	PSPE, Science, Literacy and Information Literacy.
Subject Specific skills	Science: <ul style="list-style-type: none"><li>• Observe carefully in order to gather data; use scientific vocabulary to explain their observations and experiences; identify or generate a question or problem to be explored</li></ul>
Subject Specific Knowledge	Science:

	<ul style="list-style-type: none"> <li>Recognize that living things, including humans, need certain resources for energy and growth. identify the major food groups and be aware of the role they play in human development.</li> </ul> <p>Physical Education:</p> <ul style="list-style-type: none"> <li>Verbalise/ Draw ways that humans can take care of themselves in relation to Health-Related Fitness (different components)</li> </ul>
Core ATL's (TD Skills)	<p><b><u>Self-management Skills:</u></b> safety, healthy lifestyles, codes of behaviour and informed choices.</p> <p><b><u>Thinking Skills:</u></b> acquisition of knowledge, dialectical thought.</p> <p><b><u>Social Skills:</u></b> Accepting Responsibility, Respecting Others, Adopting a Variety of Group Roles.</p> <p><b><u>Communication Skills:</u></b> Non-verbal.</p>
Integrators contributions	Pastoral Link - Being Healthy, Safe & Active (PSPE)
What does a Grade Level appropriate understanding of this central idea look like?	Students demonstrate making good choices to stay safe; be aware of healthy choices and informed choices for their academic and physical well-being.
The essence of this unit in less than 20 words	Routines at home and school help in staying healthy and safe.

### How we express ourselves

Area of TD Theme	<ul style="list-style-type: none"><li>• the ways in which we reflect on, extend and enjoy our creativity</li></ul>
Central Idea	We can use our bodies to express ourselves.
Key Concepts	<ul style="list-style-type: none"><li>• Form</li><li>• Reflection</li><li>• Perspective</li></ul>
Related concepts	culture, performance
Lines Inquiry	<ul style="list-style-type: none"><li>• Dance</li><li>• Mime</li><li>• Acrobatics</li></ul>
Learner Profile	Communicators, Risk-takers, Open-minded
Attitudes	Appreciation, Creativity, Respect, Confidence
How Singapore will be used to facilitate the inquiry	Singapore based cultural performances
Teacher Provocations	<ul style="list-style-type: none"><li>• Mr Bean/Charlie Chaplin</li><li>• Dances from other cultures (guest dancer)</li><li>• Class stage</li><li>• December concert</li><li>• Math-blindfolds, Bee-Bots, Body patterns</li></ul>
Subject Focus	PSPE; Performing Arts; Literacy; Math
Subject Specific skills	Performing Arts: <ul style="list-style-type: none"><li>• describe the ideas and feelings communicated through</li></ul>

	<p>body movements. Identify and explain why certain body postures and movements communicate certain ideas and feelings. Respond to live performances, stories and plays from other times and/or places. Talk about ideas and feelings in response to dramatic performances. Respond to dramatic ideas through spoken, visual, auditory and kinesthetic mediums.</p>
<p>Subject Specific Knowledge</p>	<p>Performing Arts:</p> <ul style="list-style-type: none"> <li>● We are receptive to art practices and artworks from different cultures, places and times (including our own). People communicate ideas, feelings and experiences through the arts. We can reflect on and learn from the different stages of creating.</li> </ul> <p>Physical Education:</p> <ul style="list-style-type: none"> <li>● How do we use movement to express ourselves in different activities &amp; sports. Reflect on different cultural movements and ideas through dance and/or sport.</li> </ul>
<p>Core ATL's (TD Skills)</p>	<ul style="list-style-type: none"> <li>■ <b>Research Skills:</b> Planning.</li> <li>■ <b>Self-Management Skills:</b> Gross Motor, Spatial Awareness, Organization.</li> <li>■ <b>Thinking Skills:</b> Evaluation.</li> <li>■ <b>Social Skills:</b> Respecting Others, Cooperating, Group Decision Making.</li> <li>■ <b>Communication Skills:</b> Listening, Speaking, Non-verbal, Viewing, Presenting.</li> <li>■ <b>Integrated Subjects:</b> Drama, Music, Physical Education.</li> </ul>
<p>Integrators contributions</p>	<p>Role of Play (PE) Exploring how movement can communicate ideas (Performing Arts)</p>

	Creating props (Visual Arts) Chinese traditional games (Mandarin)
What does a Grade Level appropriate understanding of this central idea look like?	Body movement can be used to communicate ideas and feelings without verbalisation.
The essence of this unit in less than 20 words	Children can express their ideas and feelings through dance, mime and acrobats.

### How the world works

Area of TD Theme	<ul style="list-style-type: none"><li>• how humans use their understanding of scientific principles</li></ul>
Central Idea	Different materials are used for different reasons
Key Concepts	<ul style="list-style-type: none"><li>• Form</li><li>• Function</li><li>• Change</li></ul>
Related concepts	properties, similarities, differences, behavior
Lines Inquiry	<ul style="list-style-type: none"><li>• Different types of materials</li><li>• Properties of different materials</li><li>• How we use materials</li></ul>
Learner Profile	Inquirer, Thinker
Attitudes	Creativity, Enthusiasm, Curiosity
How Singapore will be used to facilitate the inquiry	Specific materials used in Singapore.
Teacher Provocations	<ul style="list-style-type: none"><li>• Teacher brings in variety of materials for touch, feel sort and discuss.</li></ul>
Subject Focus	Visual Art & Design, Science, Literacy, Math
Subject Specific skills	Science: <ul style="list-style-type: none"><li>• Observe carefully in order to gather data. Use a variety of instruments and tools to measure data accurately. Use scientific vocabulary to explain their observations and experiences. Identify or generate a question or</li></ul>

	<p>problem to be explored. Make and test predictions. Interpret and evaluate data gathered in order to draw conclusions</p>
Subject Specific Knowledge	<p>Science:</p> <ul style="list-style-type: none"> <li>• Apply understanding of basic properties of materials in order to match materials to purpose (for example, waterproofing, insulating).</li> </ul> <p>Visual Arts &amp; Design</p> <ul style="list-style-type: none"> <li>• Understand that a variety of natural and man-made materials can be used to create art</li> <li>• Apply the knowledge of the properties of materials to design and create art</li> </ul>
Core ATL's (TD Skills)	<p><b>Research Skills:</b> Formulating Questions, Observing  <b>Self-Management Skills:</b> Fine Motor, Safety, Informed Choices  <b>Thinking Skills:</b> Acquisition of Knowledge</p>
Integrators contributions	Multi-media art and design (Visual Arts & Design)
What does a Grade Level appropriate understanding of this central idea look like?	Demonstrating how different materials can be used for different purposes.
The essence of this unit in less than 20 words	For this unit, students explore properties of materials and made determinations on the suitability of their use for different purposes.

### Sharing the planet

Area of TD Theme	<ul style="list-style-type: none"><li>● rights and responsibilities in the struggle to share finite resources with other people and with other living things</li></ul>
Central Idea	Human actions affect other living things.
Key Concepts	<ul style="list-style-type: none"><li>● Responsibility</li><li>● Change</li><li>● Causation</li></ul>
Related concepts	animals, plants, conservation
Lines Inquiry	<ul style="list-style-type: none"><li>● Human interactions with other living things</li><li>● The results of human behaviour on other living things</li></ul>
Learner Profile	Inquirer, Thinker, Caring
Attitudes	Appreciation, Empathy, Respect
How Singapore will be used to facilitate the inquiry	Sungei Buloh for natural habitat; Zoo (behind the scene) to look at how Vets take care of animals.
Teacher Provocations	<ul style="list-style-type: none"><li>● Children's books</li><li>● Videos including animals</li></ul>
Subject Focus	Mandarin, Science, Humanities
Subject Specific skills	Science: <ul style="list-style-type: none"><li>● Identify or generate a question or problem to be explored in relation to human impact on the natural environment. Use scientific vocabulary to explain their observations</li></ul>



	and experiences
Subject Specific Knowledge	<p>Science:</p> <ul style="list-style-type: none"> <li>• Observe the needs of living things that enable them to stay healthy</li> </ul> <p>Humanities:</p> <ul style="list-style-type: none"> <li>• Take responsibility for living things found in his or her environment.</li> </ul>
Core ATL's (TD Skills)	<p><b><u>Research Skills:</u></b> Observing.</p> <p><b><u>Self-Management Skills:</u></b> Codes of Behaviour, Informed Choices.</p> <p><b><u>Thinking Skills:</u></b> Acquisition of Knowledge.</p> <p><b><u>Social Skills:</u></b> Accepting Responsibility, Respecting Others.</p> <p><b><u>Communication Skills:</u></b> Listening, Speaking, Non-verbal, Viewing</p>
Integrators contributions	Literacy (Library) Mandarin
What does a Grade Level appropriate understanding of this central idea look like?	Be mindful of our interactions with living things.
The essence of this unit in less than 20 words	The consequences of helpful or hurtful interactions with animals and plants.