

**Who we are**

Area of TD Theme	<ul style="list-style-type: none"> <li>• the nature of the self</li> <li>• beliefs and values</li> </ul>
Central Idea	Communities can be diverse.
Key Concepts	<ul style="list-style-type: none"> <li>• Change, Causation, Responsibility</li> </ul>
Related concepts	interdependence, cooperation, location, history, growth, impact, transformation
Lines of Inquiry	<ul style="list-style-type: none"> <li>• How communities evolve</li> <li>• Impact of rapid growth</li> <li>• How communities support each other</li> </ul>
Learner Profile	Open minded, Principled, Caring
How Singapore will be used to facilitate the inquiry	Possible visits to places of worship, festivals celebrated in Singapore. Possible community centre visit.
Teacher Provocations	Read aloud texts, cultural artifacts, guest speakers
Subject Focus	PSPE, Humanities, Mandarin, Mathematics, Performing Arts
Subject Specific skills	<p>Humanities:</p> <ul style="list-style-type: none"> <li>• Formulate questions about the past, future and places and society.</li> <li>• Use and analyse evidence from a variety of historical, geographical and societal sources.</li> </ul> <p>PSPE:</p> <ul style="list-style-type: none"> <li>• Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity and personal preference.</li> </ul>

	<ul style="list-style-type: none"> <li>● Solve problems and overcome difficulties with a sense of optimism.</li> <li>● Examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help.</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>● Collect and display and interpret data related to their own activities using tally charts, pictographs, bar graphs and VENN diagrams</li> </ul> <p>PE:</p> <ul style="list-style-type: none"> <li>● How our communities affect how physically active we are</li> <li>● How communities support our activities</li> </ul>
Subject Specific Knowledge	<p>Humanities:</p> <ul style="list-style-type: none"> <li>● Compare and contrast different customs and beliefs.</li> <li>● Identify how actions can relate to a person's identity.</li> <li>● Understand what beliefs and values are.</li> </ul> <p>PSPE:</p> <ul style="list-style-type: none"> <li>● Understanding and respecting other people's perspective helps us to develop empathy.</li> <li>● Participation in a group can require group members to take on different roles and responsibilities.</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>● Identify and understand types of graphs</li> </ul>
Core ATL's (TD Skills)	Social skills, Self Management skills
Integrators contributions	
What does a Grade Level appropriate understanding of this central idea look like?	Students will develop an understanding of the different communities in Singapore and how they change over time.
The essence of this unit in less than 20 words	There are different communities in Singapore and they change over time.

### Where we are in place and time

Area of TD Theme	<ul style="list-style-type: none"><li>● orientation in place and time</li><li>● personal histories</li></ul>
Central Idea	Inventions from the past affect us in the present and the future.
Key Concepts	<ul style="list-style-type: none"><li>● Change, Function, Responsibility</li></ul>
Related concepts	discovery, progress, creativity, sustainability, communication
Lines of Inquiry	<ul style="list-style-type: none"><li>● People take action to solve problems</li><li>● Inventions evolved over time</li><li>● Positive and negative impacts of inventions.</li></ul>
Learner Profile	Reflective, Thinker, Communicator
How Singapore will be used to facilitate the inquiry	Field trips to museums.
Teacher Provocations	Old artefacts, items of technology
Subject Focus	Humanities and Mathematics
Subject Specific skills	Humanities: <ul style="list-style-type: none"><li>● Use and analyse evidence from a variety of historical, geographical and societal sources.</li><li>● Formulate questions about the past, future and places and society.</li></ul> Mathematics: <ul style="list-style-type: none"><li>● Collect, display and interpret data for the purpose of answering questions</li><li>● Create timelines chronologically</li></ul>
Subject Specific Knowledge	Humanities: <ul style="list-style-type: none"><li>● Identify events in chronological order</li></ul>

	<p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Identify and understand types of graphs.</li> <li>• Tell time using past and present.</li> </ul>
Core ATLs (TD Skills)	Research skills, Self Management skills
Integrators contributions	
What does a Grade Level appropriate understanding of this central idea look like?	Students will develop an understanding of how inventions impact their lives in the past, present and future.
The essence of this unit in less than 20 words	Inventions are developed over time and impact our lives.

### 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> <li>● our appreciation of the aesthetic</li> </ul>
Central Idea	We can express our emotions in many ways.
Key Concepts	<ul style="list-style-type: none"> <li>● Form, Perspective, Causation</li> </ul>
Related concepts	expression, creativity, communication, consequences, opinions beliefs
Lines Inquiry	<ul style="list-style-type: none"> <li>● Emotions and their causes</li> <li>● How emotions are communicated by ourselves and others</li> <li>● Creative ways to express our emotions</li> </ul>
Learner Profile	Communicator, Risk Taker, Balanced
How Singapore will be used to facilitate the inquiry	Possible theatre and art gallery visit. Comparing arts in Singapore.
Teacher Provocations	Possible High School or Middle School drama, Exposure to different art form and emotions. Thoughts/feelings diary. Read alouds, role play.
Subject Focus	PSPE, Visual Arts, Performing Arts, Maths
Subject Specific skills	<p>PSPE:</p> <ul style="list-style-type: none"> <li>● Identify feelings and emotions and explain possible causes.</li> <li>● Explain experiences that cause different emotions.</li> <li>● Be aware of emotions and begin to regulate their emotional responses and behaviour</li> </ul> <p>Visual Arts:</p> <ul style="list-style-type: none"> <li>● Identify colours to express emotions</li> <li>● Respond to the mood of a work of art based on colour</li> </ul> <p>Maths:</p>

	<ul style="list-style-type: none"> <li>Collect, display and interpret data for the purpose of answering questions</li> </ul> Performing Arts:
Subject Specific Knowledge	PSPE: <ul style="list-style-type: none"> <li>Understand how identifying emotions helps to regulate behaviour.</li> </ul> Visual Arts: <ul style="list-style-type: none"> <li>Colour is an important element of art and symbolises emotions.</li> </ul> PE: <ul style="list-style-type: none"> <li>Understand how emotions can affect our performance in activities</li> </ul> Maths: <ul style="list-style-type: none"> <li>Identify and understand types of graphs.</li> </ul> Performing Arts:
Core ATL's (TD Skills)	Communication skills, Social skills, Self Management Skills
Integrators contributions	Visual Arts - explore color theory and how colours are used to represent an emotion.
What does a Grade Level appropriate understanding of this central idea look like?	Students will make connections between their emotions and the causes. Students will develop an understanding of different ways emotions can be expressed.
The essence of this unit in less than 20 words	Causes of emotions and ways they are expressed.

### How the world works

Area of TD Theme	<ul style="list-style-type: none"><li>● the natural world and its laws</li></ul>
Central Idea	Properties of matter change.
Key Concepts	<ul style="list-style-type: none"><li>● Form, Change, Connection</li></ul>
Related concepts	processes, properties, matter, relationships
Lines Inquiry	<ul style="list-style-type: none"><li>● The states of matter</li><li>● Reversible and Irreversible changes</li><li>● Manipulating matter for everyday problems</li></ul>
Learner Profile	Knowledgeable, Thinker, Reflective
How Singapore will be used to facilitate the inquiry	Possible trip to Science Centre or Art Science museum.
Teacher Provocations	Middle school science lab experiments, visit to High School, icecubes, cornflour/water mixture
Subject Focus	Science, PE
Subject Specific skills	Science: <ul style="list-style-type: none"><li>● Identify a question or problem to be explored. Observe carefully in order to gather data.</li><li>● Plan and carry out systematic investigations manipulating variables as necessary.</li><li>● Make and test predictions.</li></ul>
Subject Specific Knowledge	Science: <ul style="list-style-type: none"><li>● Changes can be reversible or irreversible</li></ul>

	<ul style="list-style-type: none"> <li>● Matter can be solid, liquid or gas.</li> </ul> PE: <ul style="list-style-type: none"> <li>● Identify the differences in equipment used to play similar games (balls, bats, shoes, etc.)</li> </ul>
Core ATL's (TD Skills)	Thinking skills, Research skills
Integrators contributions	
What does a Grade Level appropriate understanding of this central idea look like?	Students will develop an understanding of states of matter, their properties and changes
The essence of this unit in less than 20 words	States of matter can change

**How we organize ourselves**



Area of TD Theme	<ul style="list-style-type: none"> <li>● the interconnectedness of human-made systems and communities;</li> <li>● the structure and function of organizations</li> </ul>
Central Idea	People create systems to meet the food needs of their population.
Key Concepts	<ul style="list-style-type: none"> <li>● Function, Perspective, Connection</li> </ul>
Related concepts	systems, organisation, equality, resources
Lines Inquiry	<ul style="list-style-type: none"> <li>● Foods that different people eat.</li> <li>● Food accessibility</li> <li>● Local vs Global</li> </ul>
Learner Profile	Inquirer, Caring, Balanced
How Singapore will be used to facilitate the inquiry	Possible visits to farms, factories and supermarkets. Foodbank
Teacher Provocations	Field trip, what's in my lunch, food packages
Subject Focus	Humanities, Mandarin, Mathematics, Information Literacy
Subject Specific skills	<p>Humanities:</p> <ul style="list-style-type: none"> <li>● Describe different processes of food distribution.</li> <li>● Explaining the steps involved in food distribution</li> <li>● Comprehend how transportation affects food distribution</li> </ul> <p>Information Literacy:</p> <ul style="list-style-type: none"> <li>● Awareness of different sources of information.</li> <li>● Select appropriate information to complete an inquiry task with guidance.</li> </ul> <p>Mathematics:</p>

	<ul style="list-style-type: none"> <li>Collect and display and interpret data related to their own activities using tally charts, pictographs, bar graphs and VENN diagrams</li> </ul> Mandarin:
Subject Specific Knowledge	Humanities: <ul style="list-style-type: none"> <li>Understand the process of production, transportation, distribution and consumption of food.</li> </ul> Information Literacy: <ul style="list-style-type: none"> <li>Locate appropriate information source with teacher guidance.</li> <li>With assistance identify information from reading text and looking at pictures in books and other sources such as websites.</li> </ul> Mathematics: <ul style="list-style-type: none"> <li>Identify and understand types of graphs.</li> </ul> Mandarin:
Core ATL's (TD Skills)	Research skills, Communication skills
Integrators contributions	
What does a Grade Level appropriate understanding of this central idea look like?	Students will develop an understanding that food is a limited resource and systems are in place to distribute it locally and globally.
The essence of this unit in less than 20 words	Food is distributed locally and globally.

**Sharing the planet**

Area of TD Theme	<ul style="list-style-type: none"> <li>responsibilities in the struggle to share finite resources with other people and with other living things</li> </ul>
Central Idea	Human actions can impact plant and animal survival.
Key Concepts	<ul style="list-style-type: none"> <li>Function, Causation Responsibility</li> </ul>
Related concepts	cycles, conservation, habitat, survival, growth, communication, behaviour
Lines Inquiry	<ul style="list-style-type: none"> <li>How animals and plants live and grow</li> <li>Endangered and extinct species.</li> <li>Humans responsibility to animals and plants.</li> </ul>
Learner Profile	Communicator, Knowledgeable, Caring
How Singapore will be used to facilitate the inquiry	Possible visit to Sungei Buloh
Teacher Provocations	Our planet videos, caterpillars, seeds/plants
Subject Focus	Humanities, Science, Information Literacy
Subject Specific skills	<p>Science:</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of the factors that affect life cycles. -Use scientific vocabulary to explain their observations and experiences.</li> <li>Observe carefully in order to gather data.</li> <li>Understand life cycles of living things and the changes they go through.</li> <li>Understand the stages of development and interruptions to lifecycles.</li> <li>Interpret and evaluate data gathered in order to draw conclusions.</li> </ul> <p>Information Literacy:</p> <ul style="list-style-type: none"> <li>Awareness of different sources of information.</li> <li>Select appropriate information to complete an inquiry task with guidance.</li> </ul>

Subject Specific Knowledge	<p>Science:</p> <ul style="list-style-type: none"> <li>● Living things go through a process of change.</li> <li>● Factors affect life cycles/ways living things adapt.</li> <li>● Ways in which plants and animals have adapted over time.</li> <li>● Different features of the environment and the specific needs of living things.</li> <li>● The impact environmental conditions can have on living things.</li> </ul> <p>Information Literacy:</p> <ul style="list-style-type: none"> <li>● Locate 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.</li> </ul>
Core ATL's (TD Skills)	Communication skills, Thinking skills
Integrators contributions	
What does a Grade Level appropriate understanding of this central idea look like?	Students will develop an understanding of what plants and animals need to survive and how their actions affect survival.
The essence of this unit in less than 20 words	The survival of plants and animals is everyone's responsibility.