

### Who we are

Area of TD Theme	<ul style="list-style-type: none"><li>● the nature of self</li><li>● human relationships including families, friends, communities, and cultures</li></ul>
Central Idea	Learning about ourselves helps us to learn about how people are the same and different.
Key Concepts	Form, Connection and Perspective
Related concepts	Similarities, differences, behaviour
Lines Inquiry	<ul style="list-style-type: none"><li>● Your physical abilities</li><li>● Your abilities</li><li>● How people around you are alike and different</li></ul>
Learner Profile	Caring, Open-Minded
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"><li>● Mirrors</li><li>● What do you like/look like?</li><li>● How are you the same as (family member or friend)? Different?</li><li>● What are you able to do?</li><li>● Why is friendship important? / Why is family important?</li></ul>
Subject Focus	PSPE, Literacy
Subject Specific skills	Humanities: <ul style="list-style-type: none"><li>● formulate and ask questions; identify roles</li></ul> Science:

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

### 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	Stories can be shared in many ways
Key Concepts	Perspective, Form and Reflection
Related concepts	Imagination, culture, opinion, interpretation
Lines Inquiry	<ul style="list-style-type: none"><li>● How stories are told</li><li>● The feelings that stories cause</li><li>● How stories connect to ourselves</li></ul>
Learner Profile	Communicators, Principled, Risk-Takers
How Singapore will be used to facilitate the inquiry	KidsFest theatre shows, Singapore traditional/cultural stories
Teacher Provocations	<ul style="list-style-type: none"><li>● How is this story being told?</li><li>● How does this story make you feel?</li><li>● Can you make any personal connections to this story?</li><li>● What stories are important to you and your family?</li><li>● Where do stories come from?</li></ul>

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

The essence of this unit in less than 20 words	Encouraging confidence in expression and engaging with stories in different formats & methods
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**How the world works**

Area of TD Theme	<ul style="list-style-type: none"> <li>● the natural world and its laws;</li> <li>● the interaction between the natural world (physical and biological) and human societies</li> </ul>
Central Idea	We explore the world through our senses
Key Concepts	Form, Function, Change
Related concepts	Properties, behavior
Lines Inquiry	<ul style="list-style-type: none"> <li>● Our senses</li> <li>● Use of our senses</li> <li>● World without senses</li> </ul>
Learner Profile	Inquirers, Knowledgeable, Thinkers, Communicators
How Singapore will be used to facilitate the inquiry	Toa Payoh Sensory Park, Ticki Kids Tickle Your Senses sessions
Teacher Provocations	<ul style="list-style-type: none"> <li>● Senses experiments</li> </ul>

	<ul style="list-style-type: none"> <li>• Senses rotations</li> <li>• Field trips</li> <li>• How can our senses tell us different things?</li> <li>• What would happen if we had no senses/were missing one?</li> <li>• What options are there for people who are missing one sense?</li> </ul>
Subject Focus	Science, PSPE
Subject Specific skills	<p>Science:</p> <ul style="list-style-type: none"> <li>• Observe carefully in order to gather data; Identify or generate a question or problem to be explored; Make and test predictions.</li> </ul>
Subject Specific Knowledge	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Identify the 5 senses. Understand how people interact with the environment through the 5 senses</li> </ul> <p>Physical Education</p> <ul style="list-style-type: none"> <li>• How our senses affect the way we move and interact in an active play environment</li> </ul>
Core ATL's (TD Skills)	<p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research.</p> <p><b>Self-Management Skills:</b> Fine Motor, Spatial Awareness, Safety.</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Metacognition</p>
Integrators contributions	<p>Sensorial art (Visual Arts)</p> <p>Science integration</p> <p>Songs about senses (Mandarin)</p>

What does a Grade Level appropriate understanding of this central idea look like?	Can explain how they view the world through their senses (using eyes to see things, how sounds help us, etc.)
The essence of this unit in less than 20 words	Development of scientific literacy (observation, prediction, experimentation, conclusion) through exploration of their senses in the environment

**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>● societal decision-making</li> </ul>
Central Idea	Systems are developed to meet the needs of our communities
Key Concepts	<ul style="list-style-type: none"> <li>● Function</li> <li>● Connection</li> <li>● Causation</li> </ul>
Related concepts	Communication, systems
Lines Inquiry	<ul style="list-style-type: none"> <li>● What our community is like</li> <li>● How systems work</li> <li>● Factors that affect systems</li> </ul>
Learner Profile	Thinkers, Communicators, Risk-takers

Attitudes	Cooperation, commitment, enthusiasm
How Singapore will be used to facilitate the inquiry	Field trips to children inquiries into systems, thinking about how systems in Singapore have changed based on the COVID 19 situation
Teacher Provocations	<ul style="list-style-type: none"> <li>● What does our community look like?</li> <li>● What do the people in our community do?</li> <li>● What is a system?</li> <li>● What systems do we need?</li> <li>● Why do we need systems?</li> </ul>
Subject Focus	Humanities, , Mathematics, PSPE, Mandarin and Literacy, Performing Arts
Subject Specific skills	<p>Mathematics:</p> <ul style="list-style-type: none"> <li>● Directions and mapping</li> </ul> <p>Humanities:</p> <ul style="list-style-type: none"> <li>● use and analyze evidence; identify roles, rights &amp; responsibilities in society; orientated in relation to place and time</li> </ul>
Subject Specific Knowledge	<p>Mandarin:</p> <ul style="list-style-type: none"> <li>● Roles in society vocabulary</li> </ul> <p>Humanities (Geography):</p> <ul style="list-style-type: none"> <li>● personal choices</li> </ul> <p>Science (Living things):</p> <ul style="list-style-type: none"> <li>● how &amp; why we move &amp; importance of movement</li> </ul> <p>Mathematics (Shape &amp; Space):</p> <ul style="list-style-type: none"> <li>● positional language</li> <li>● (Data handling): sorting, labelling, pictographs</li> </ul> <p>Physical Education</p>



	<ul style="list-style-type: none"> <li>• Systems we use to move and function as a human</li> </ul>
Core ATL's (TD Skills)	<p><b><u>Research Skills:</u></b> Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research.</p> <p><b><u>Self-Management Skills:</u></b> Gross Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices.</p> <p><b><u>Thinking Skills:</u></b> Analysis, Evaluation.</p> <p><b><u>Social Skills:</u></b> Accepting Responsibility, Cooperating.</p> <p><b><u>Communication Skills:</u></b> Non-verbal, Viewing</p>
Integrators contributions	Learning new Vocabulary - places in school/classroom, flashcards, systems for Mandarin lessons (when we have them, where they take
What does a Grade Level appropriate understanding of this central idea look like?	Describe how a system in our society helps our community
The essence of this unit in less than 20 words	Systems are developed for community needs