

POI Grade 3

**Who we are**

Area of TD Theme	<ul style="list-style-type: none"><li>● rights and responsibilities</li><li>● what it means to be human</li></ul>
Central Idea	Our beliefs and values shape who we are
Key Concepts	Perspective, Responsibility
Related concepts	Global citizenship, immigration, diversity beliefs, values, family
Lines of Inquiry	<ul style="list-style-type: none"><li>● Influences shape our beliefs</li><li>● We react to events according to our values</li><li>● Global perspectives of 3rd Culture children</li></ul>
Learner Profile	Open-minded, balanced  SDG recap & reflection
How Singapore will be used to facilitate the inquiry	Interview children from Singapore and their home countries- Venn Diagram
Teacher Provocations	Data from school cohort- what does this mean? Who are we?
Subject Focus	PSPE, Social Studies
Subject Specific skills	Integrated Maths- data-handling, Venn Diagram Geography- read and analyse the features of maps, identify key features Literacy-narrative,

Subject Specific Knowledge	<p>PSPE: From Identity continuum  Phase 1: 1, 3, 4, 7, 10  Phase 2: 1, 7, 8  Phase 3: 1, 2, 3, 6, 7  Phase 4: 1, 5, 7, 8</p> <p>Social Studies:</p> <ul style="list-style-type: none"> <li>● Locate on a globe or map his or her place in the world and its relationship to various other places</li> <li>● Explore how families influence the individual</li> <li>● Describe how artefacts, heirlooms and rituals are evidence of cultural identity</li> <li>● Identify the source of beliefs</li> <li>● Reflect upon how beliefs affect the individual and society</li> <li>● Identify and describe the components of culture</li> <li>● Describe advantages and disadvantages of cultural and individual diversity</li> <li>● Reflect on misconceptions about people ?</li> </ul>
Core ATL's (TD Skills)	Communication, Thinking
Integrators contributions	Guest speakers from across teaching staff
What does a Grade Level appropriate understanding of this central idea look like?	Students can identify personal characteristics that define them as a third culture child and compare these to children from Singapore and their home countries.
The essence of this unit in less than 20 words	An understanding that people have personal values, beliefs and traditions and that these may change and develop into third culture individuals. An exploration of the opportunities and challenges that third culture children experience.

**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>● the discoveries, explorations and migrations of humankind</li></ul>
Central Idea	Technology evolves over time
Key Concepts	Change, Perspective and Causation
Related concepts	history, technology, creativity, innovation, resources, timelines
Lines of Inquiry	<ul style="list-style-type: none"><li>● How humans have interacted with technology over time</li><li>● Innovation changes lives</li></ul>

	<ul style="list-style-type: none"> <li>● The design process</li> </ul>
Learner Profile	Inquirer, Knowledgeable SDG #9 Industry, Innovation and Infrastructure
How Singapore will be used to facilitate the inquiry	Field trip, innovations (parental involvement)
Teacher Provocations	<ul style="list-style-type: none"> <li>● Hands-on use of technology that has changed (rock, chalk, pencil, pen, computer)</li> <li>● Card scenarios of reasons we use technology- how would you, how would they in the past?</li> </ul>
Subject Focus	Humanities, Mathematics, Performing Arts
Subject Specific skills	Technology, history <ul style="list-style-type: none"> <li>- use and analyse evidence from a variety of historical sources</li> <li>- orientate in relation to place and time</li> </ul>
Subject Specific Knowledge	Key technological advances and innovations
Core ATLs (TD Skills)	Research, Self-management
Integrators contributions	Technology in Art Making, Performance Art, Mandarin
What does a Grade Level appropriate understanding of this central idea look like?	Students understand that we use technology in many ways and that innovations have changed our lives.
The essence of this unit in less than 20 words	Humans innovate and design tools which make their lives easier. Over time this has changed how we live (hunter-gather to online shopping).

### How we express ourselves

Area of TD Theme	<ul style="list-style-type: none"><li>• ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</li></ul>
Central Idea	Creative expression provides ways to communicate ideas and emotions
Key Concepts	Perspective, Form and Change
Related concepts	Technology, culture, communication, perspective
Lines Inquiry	<ul style="list-style-type: none"><li>• Expression in different cultures<ul style="list-style-type: none"><li>• Forms of expression</li></ul></li><li>• How technology has affected expression</li></ul>
Learner Profile	Communicator, balanced, risk-taker SDG #3 Good Health & Wellbeing
How Singapore will be used to facilitate the inquiry	Museums/Galleries/Outdoor art walk
Teacher Provocations	<ul style="list-style-type: none"><li>• Responding to film/art/music</li><li>• Singapore forms of expression</li></ul>
Subject Focus	Literacy, Social Studies, PSHE, Visual Arts

Subject Specific skills	<p>Literacy: Poetry, personal narrative</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>● use understanding of their own emotions to interact positively with others</li> <li>● Explain how self-talk can influence their behaviour and their approach to learning</li> </ul> <p>Social Studies:</p> <p>Visual Arts:</p> <ul style="list-style-type: none"> <li>● Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process</li> </ul>
Subject Specific Knowledge	<p>PSHE:</p> <p>Identity: Phase 1: 5, Phase 2: 3, 4, 5</p> <p>Active Living: Phase 2: 8</p> <p>Interactions: Phase 1: 4</p> <p>Social Studies:</p> <ul style="list-style-type: none"> <li>● Demonstrate how non-verbal communication allows people to transcend language barriers</li> </ul>
Core ATL's (TD Skills)	Self-management, Communication
Integrators contributions	Visual Art, Performing Arts, PE Creative expression through Visual Arts
What does a Grade Level appropriate understanding of this central idea look like?	We choose different ways to express our ideas and opinions.
The essence of this unit in less than 20 words	People communicate their ideas and emotions through the use of various creative ways. Technology can be used to support

	this expression.
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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>● how humans use their understanding of scientific principles</li> </ul>
Central Idea	Understanding energy allows us to make sense of the world.
Key Concepts	Change, Function
Related concepts	Potential Energy, Transformation, movement, forces
Lines Inquiry	<ul style="list-style-type: none"> <li>● Forms of energy</li> <li>● How energy works in everyday life</li> <li>● Transfer of energy</li> <li>● People experiment to understand the world/Scientific</li> </ul>

	Inquiry
Learner Profile	Inquirer, Knowledgeable SDG #7 Affordable & Clean Energy
How Singapore will be used to facilitate the inquiry	Science centre
Teacher Provocations	Explorations- various images and objects, school walk, analyse photos of a day in school, track personal energy levels, express energy in other ways (movement, words, number, art)
Subject Focus	Visual Arts, Science, Performing Arts
Subject Specific skills	<p>Visual Arts:</p> <ul style="list-style-type: none"> <li>● Apply the knowledge of transfer of energy to create kinetic sculptures</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>● Observe carefully in order to gather data</li> <li>● Use a variety of instruments and tools to measure data accurately</li> <li>● Use scientific vocabulary to explain their observations and experiences</li> <li>● Identify or generate a question or problem to be explored</li> <li>● Make and test predictions</li> </ul> <p>Performing Arts:</p>
Subject Specific Knowledge	<ul style="list-style-type: none"> <li>● Identify different forms of energy</li> <li>● Understand that energy can be interchangeable (is stored and can be transformed)</li> <li>● <i>Explain the impact diet in providing the body with sources of potential energy</i></li> <li>● <i>Examine ways in which the local community could be</i></li> </ul>

	<p><i>improved in relation to the conservation of energy</i></p> <ul style="list-style-type: none"> <li>● Explain how sound waves are generated and move</li> </ul>
Core ATL's (TD Skills)	Research, Thinking
Integrators contributions	PE, Visual Arts, Performing Art Kinetic sculptures in Visual Arts and Design
What does a Grade Level appropriate understanding of this central idea look like?	Students understand energy is found everywhere and is in different forms. It is never lost but is transferred from one form to another.
The essence of this unit in less than 20 words	Students understand energy is found everywhere and is in different forms. It is never lost but is transferred.

### How we organize ourselves

Area of TD Theme	<ul style="list-style-type: none"><li>● the interconnectedness of human-made systems and communities</li></ul>
Central Idea	Communities are supported by effective systems
Key Concepts	Function and Connection
Related concepts	systems, processes interdependence, order
Lines Inquiry	<ul style="list-style-type: none"><li>● Law and order</li><li>● Systems that help a city run successfully</li></ul>
Learner Profile	Principled, balanced SDG #16 Peace and Justice Strong Institutions
How Singapore will be used to facilitate the inquiry	Field trip, aerial maps of Singapore infrastructure, cctv
Teacher Provocations	How do you behave with a teacher and without? Singapore reputation- tourist memorabilia
Subject Focus	Humanities, Mathematics
Subject Specific skills	Identify parts of systems
Subject Specific Knowledge	Rights, responsibilities, citizenship Data-handling- Venn diagrams
Core ATL's (TD Skills)	Self-management, Social

Integrators contributions	PE
What does a Grade Level appropriate understanding of this central idea look like?	Students understand that communities of people need organised systems that help them function as whole. Students can evaluate similar systems from different countries.
The essence of this unit in less than 20 words	Students understand that communities of people need organised systems that help them function as whole. These systems, particularly the penal system can vary from country to country.

### 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	Living things depend on their environment to survive
Key Concepts	Connection, Causation
Related concepts	water cycle, resources
Lines Inquiry	<ul style="list-style-type: none"><li>● The classification of living things</li><li>● The interdependence of living things</li><li>● Factors affecting adaptation and the survival of living things</li></ul>
Learner Profile	Caring, Knowledgeable SDG #13 Climate Action, #14 Life below water, #15 Life on land
How Singapore will be used to facilitate the inquiry	Green Corridor, Jacob Ballas Garden, Nparks

Teacher Provocations	Our Planet, Exploration
Subject Focus	Science, Mathematics
Subject Specific skills	Observe carefully in order to gather data, use scientific vocabulary, identify questions
Subject Specific Knowledge	Vertebrates, Invertebrates, Classification-Animal groups, Features of animal groups
Core ATL's (TD Skills)	Research, Thinking
Integrators contributions	Mandarin
What does a Grade Level appropriate understanding of this central idea look like?	Animals can be grouped according to their characteristics. Changes in the environment lead to adaptation. Animals adapt physically and/or change their behaviour as a response to changes in their environment.
The essence of this unit in less than 20 words	Animals can be classified and each perform different functions within an eco-system. Animals adapt physically and/or change their behaviour as a response to changes in their environment.