

## POI K2 2020-2021

### 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	Taking personal responsibility is important for individual well-being
Key Concepts	Responsibility and Causation
Related concepts	Choices, Wellness, Balance
Lines Inquiry	<ul style="list-style-type: none"><li>● Taking care of my body</li><li>● Taking care of my mind</li><li>● Things that help me become a better learner</li></ul>
Learner Profile	Risk-taker, Balanced
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>● Cosmic kids yoga adventures online</li><li>● Making healthy smoothies</li><li>● Creating a learning space</li></ul>
Subject Focus	PSPE, Literacy, Science, Performing Arts
Subject Specific skills	Science <ul style="list-style-type: none"><li>● Observe carefully in order to gather data</li><li>● use scientific vocabulary to explain their observations and experiences;</li><li>● identify or generate a question or problem to be explored</li></ul>

	<p>PSPE</p> <ul style="list-style-type: none"> <li>• Talking about their interactions with the environment.</li> <li>• Recognising actions that help them be healthy, safe and physically active.</li> <li>• Exploring different ways the community keeps them safe, healthy and active.</li> <li>• Identifying different settings where they can be active and how to move and play safely.</li> </ul> <p>PE:</p> <ul style="list-style-type: none"> <li>• Specific ways we help our mind and body</li> </ul>
Subject Specific Knowledge	<ul style="list-style-type: none"> <li>• recognize that living things, including humans, need certain resources for energy and growth</li> <li>• identify the major food groups and be aware of the role they play in human development</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	Responsibilities 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	Cultures express themselves through celebrations
Key Concepts	Form, connection, reflection
Related concepts	Imagination, culture, opinion, interpretation
Lines Inquiry	<ul style="list-style-type: none"><li>- Why people celebration features of celebration</li><li>- Features of celebration</li><li>- What meaning people assign to celebrations</li></ul>
Learner Profile	Communicators, open-minded, Risk-Takers
How Singapore will be used to facilitate the inquiry	Visiting places during celebrations <ul style="list-style-type: none"><li>- Orchard road Christmas decorations</li><li>- Little India</li><li>- Chinatown</li></ul>
Teacher Provocations	<ul style="list-style-type: none"><li>● What are celebrations?</li><li>● What do we celebrate?</li><li>● Why do we celebrate this?</li><li>● What celebrations are important to you?</li><li>● How do you celebrate in your family?</li></ul>

Subject Focus	Visual Arts, Performing Arts, Humanities
Subject Specific skills	<p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>orientate in relation to place and time</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>Students will explore and create a variety of visual tools for story-telling</li> </ul>
Subject Specific Knowledge	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>listening to &amp; responding to stories; ; telling stories; recognizing different forms of storytelling</li> </ul> <p><b>Humanities:</b></p> <ul style="list-style-type: none"> <li>understand that the stories we tell are connected to the world around us</li> </ul> <p><b>Visual Arts:</b></p> <ul style="list-style-type: none"> <li>Identify materials and processes used in the creation of story-telling aids.</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><b>Visual Arts:</b></p> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>- Learning songs from different celebrations</li> </ul>

	<p>Mandarin:</p> <ul style="list-style-type: none"> <li>• Shared the story 'xiao ji zhao ma ma' and made a storybook.</li> <li>• Apron story. Children are requested to draw some pictures of the story and stick on the apron then retell the story.</li> <li>• Song'yang wa wa he xiao xiong tiao wu'.</li> <li>• sign language song 'you ni de di fang shi tian tang'</li> <li>• Shared the story 'da jia yi qi wan' and retell the story using dice. Children need to make a dice.</li> <li>• Presuming the end of the story.</li> <li>• Sort images according to story content.</li> <li>• Shared the story 'wo ai mei mei'</li> </ul>
What does a Grade Level appropriate understanding of this central idea look like?	Students are able to describe features of various celebrations and discuss the meaning of them. They are able to discuss and identify what celebrations are important to themselves.
The essence of this unit in less than 20 words	Encouraging confidence in expression and engaging with celebrations in different formats & methods, learning about different cultures.

**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	People use simple machines to make life easier

Key Concepts	Form, Function, Change
Related concepts	Properties, behavior
Lines Inquiry	<ul style="list-style-type: none"> <li>• How simple machines work</li> <li>• How simple machines help us</li> <li>• Use of simple machines</li> </ul>
Learner Profile	Inquirer, Thinker
How Singapore will be used to facilitate the inquiry	<p>Visit to play parks to use simple machines (see-saw, wheelbarrow)</p> <p>Science centre - simple machine experience</p>
Teacher Provocations	<p>Teacher brings in a silly idea and wait for children to engage</p> <p>Moving a wheelchair - up ramps or not</p> <p>Classroom materials set up</p> <p>Outdoor simple machines</p> <p>How do you lift heavy paint? (lever)</p> <p>Design your own product using a simple machine to move a lion.</p> <p>Create an engineering design booklet</p>
Subject Focus	Science, Mathematics
Subject Specific skills	<ul style="list-style-type: none"> <li>• Use scientific vocabulary to explain their observations and experiences.</li> <li>• Identify or generate a question or problem to be explored.</li> <li>• Plan and carry out systematic investigations, manipulating variables as necessary.</li> <li>• Make and test predictions.</li> <li>• Interpret and evaluate data gathered in order to draw conclusions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Consider scientific models and applications of these models (including their limitations)</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Identify and compare common 2D and 3D shapes to make pictures and models</li> </ul> <p>PE:</p> <ul style="list-style-type: none"> <li>• How machines help us through activity? What machines assist us in our everyday activities?</li> </ul>
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</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Identify and use common 2D and 3D shapes</li> </ul>
Core ATL's	<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	<p>Mandarin:</p> <ul style="list-style-type: none"> <li>- Learn unit vocabulary</li> <li>- Movement words</li> <li>- Positional words</li> <li>- Name shapes</li> <li>- Playground stories</li> </ul> <p>Design:</p> <ul style="list-style-type: none"> <li>- Making wheel and axle toys</li> <li>- Solving problems using axles and spools to make vehicles</li> </ul>
What does a Grade Level appropriate understanding of this central idea look like?	Demonstrating how different machines can be used for different purposes.

The essence of this unit in less than 20 words	For this unit, students explore different simple machines and make determinations on the suitability of their use for different purposes.
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### 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	Cycles affect the behaviour of living things
Key Concepts	Causation, Change and Reflection
Related concepts	systems, adaptation, ecosystem
Lines Inquiry	<ul style="list-style-type: none"> <li>● The effect of seasons on living things</li> <li>● The way animals and humans adapt to the changes in the season</li> <li>● Factors that affect seasons</li> </ul>
Learner Profile	Principled, Knowledgeable,
How Singapore will be used to facilitate the inquiry	Sungei Buloh, botanic gardens for natural habitat, Snow City
Teacher Provocations	<ul style="list-style-type: none"> <li>● Children's books</li> </ul>



	<ul style="list-style-type: none"> <li>• Videos including animals</li> <li>• Writing an animal report</li> <li>• Snowy classroom - create “winter” in the classroom</li> <li>• Making seasons of the years out of natural materials</li> <li>• Changing the classroom space to reflect the seasons</li> </ul>
Subject Focus	Science, Humanities, Math
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 and experiences</li> </ul>
Subject Specific Knowledge	Science: <ul style="list-style-type: none"> <li>• Observe the needs of living things that enable them to stay healthy</li> </ul> Humanities: <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 Understanding that animals adapt to seasons (changes coat colours) and humans can adapt/change to seasons (change clothes, etc.)
The essence of this unit in less than 20 words	The consequences of helpful or hurtful interactions with living things

**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> </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 the kinds of systems that can be developed</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
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
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>PE:</p> <ul style="list-style-type: none"> <li>• How our choices affect us?</li> <li>• How our communities affect us physically and mentally</li> </ul>
Core ATL's (TD Skills)	<b>Research Skills:</b> Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research.

	<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	Vocabulary for society (Teachers, doctors, etc. - Mandarin)
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