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| Unit Title: | How the world works | Organizing Theme: | | **How the World Works** | Proposed Dates: | **21st September – 6th November** |
| Focus: | | **Science** | Concepts: | Form, function, change |
| Central  Idea: | Light and sound affect the way we experience the world. | Teacher Questions | * What colours can we see in light? * What would our world be like without light and sound? * What is light and sound? * How shadows and echoes are formed? * Why is light and sound important? * Where does light come from? * How are light and sound useful? * How can we manipulate light and sound? | | | |
| Inquiry  Into: | * **Forms of light and sound.** * **Purposes of light and sound.** * **Manipulating light and sound.** |
|  | Possible learning experiences – these may take place in individual subject time, or within the Unit of Inquiry | | | | | |
| **Language** | Listening to a range of sources to gain developmentally appropriate vocabulary related to light and sound  Expressing and communicating their knowledge of light and sound through pictures and spoken language  Describing and recording observations of science experiments through drawing and note taking  Reading and discussing within group situations non-fiction texts relating to light and sound  Writing and presenting reflections based on their learning and discoveries throughout the unit | | | | | |
| **Math** | ***Data handling***   * Collecting, organising and sorting sources of light and sound. * Formulating question, observing, collecting, recording, organizing and interpreting data from science experiments linking with what is and how we manipulate light and sound.   ***Pattern and function***   * Applying our knowledge of patterns and creating patterns using sound   ***Measurement***   * How far does light and sound travel? Comparing and sequencing events.   ***Shape and Space***   * Using positional language when manipulating light and sound. | | | | | |
| **I.C.T.** | Children will continue working on basic ICT skills (mouse skills, navigating between tabs, opening and closing a web browser, etc.) while exploring concepts related to their unit of inquiry through age and ability appropriate websites and applications that will enable them to extend and deepen their understanding of the central idea. | | | | | |
| **Music** | * explore different sound sources (how sounds are created, changed and modify to suit our needs) (Acquisition of knowledge) * discriminate between longer and shorter sounds (make sound of different duration using voices and instruments) (Application, evaluation) * play simple percussion instruments and explore their quality of sound (Presenting) * participate in group singing to develop vocal skills and confidence (Cooperating) * listen and respond to a range of music through movement (Responsibility) | | | | | |
| **P.E.** | Students will be studying games’ skills where they will be developing spacial awareness, hand-eye coordination, developmental motor skills using various equipment, bean bag and ball games in teams. They will start to comprehend scoring, winning and losing. | | | | | |
| **Library** | Library:  Stories using light and shadow puppets will be introduced to students.  The stories will be from around the world.  Students will look at how stories can be created using colour/light/shadows and shading.   Students will work on making their own shadow puppets and tell their own stories using these.  Students will look at how different authors use light/shades and shadows to bring illustration to life in books.  Students will create their own illustration using shades of colour and shadows to establish and reinforce understanding of how we can individually pictures that can tell a story. Students will be focusing on how to navigate the library take care of books. | | | | | |
| **Visual Arts** | Light - The children will investigate tone by adding black or white to create shades and tints; they will discover what stained glass windows are and make their own by using a range of different materials. The children will create visual art images using torches and lights and they will make a clay votive. Sound - painting and collaging in response to a piece of music, creating wind chimes from clay. Related concepts – form, function, change | | | | | |
| **EAL** | Students will identify beginning and end sounds in short words. Students will practice forming upper- and lower-case letters.   Students will learn vocabulary and practice basic communication skills - greetings, favourite colours, animals, foods and activities  Language targets: common sounds, content vocabulary  Curricular links by concept: *Form, Function, introduction of basic unit of inquiry vocabulary* | | | | | |