

IB PYP Curriculum Map: KG2 Where We Are In Place and Time

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| Transdisciplinary Theme | Where We Are In Place & Time | Central Idea | Historical evidence provides an insight into our family history. | Subject Integration | Social Studies, Language, Mathematics, Library, ICT, Music, Visual Arts | Dates | 9th October- 17th November 2016 |
| Learner Profile Attributes & Attitudes | Communicators, Reflective, Enthusiasm, Confidence | Targeted Approaches to Learning | Research: question, observe, collect, organize, interpret and present data Thinking: acquire knowledge, analyze, dialectical thought Social: respect others Communication: listen, speak, write, view, present, | Lines of Inquiry & Concepts | <ul style="list-style-type: none"> • Changes in my life • Ways to document the past • Reflecting on my personal history Key Concepts: Form, Change, Reflection Related Concepts: history, evidence, identity | | |
| Summative Assessment | <p>Goal: Gain an understanding of their personal history and the personal history of others (culture, traditions, values etc)</p> <p>Product/Performance: Students create a culture box and share artefacts representing elements of their personal history.</p> <p>Success indicators: The children will be able to talk knowledgeably about their past and make connection to the items in the box, events in the past and show an understanding of their culture and background.</p> | | | Key Questions | <ul style="list-style-type: none"> • What changes have happened in your life? • What kind of artefacts do we have to share our history? • What does your personal history tell us about you? • What are different ways we can document our history? • What do we know and understand about ourselves when we reflect on our past? • How might our histories be similar and different to others? • What might we learn about others by understanding their personal history? | | |
| Unit of Inquiry Integrated and Stand-Alone Learning Outcomes | | | | | | | |
| Literacy | <p>Writing</p> <ul style="list-style-type: none"> - Reflecting on events and changes in our lives through recount writing. - Describing and writing about familiar and unfamiliar objects from our class's personal identity boxes. - Summative task/Changes in our life brainstorm <p>Listening and speaking</p> <ul style="list-style-type: none"> - Students will be sharing their own personal history by presenting their identity box. - Development of descriptive oral language using familiar and unfamiliar objects. - Using past and present tense to place events in time. <p>Using 'My Map Book' as a stimulus, students will produce maps relating to themselves and their families.</p> | | | | | | |
| Mathematics | <p>Data Handling</p> <ul style="list-style-type: none"> - Creating and interpreting graphs of our family members. <p>Measurement</p> <ul style="list-style-type: none"> - Measuring, comparing and describing ourselves, friends and family using non-standard units of measurement and the language of measurement longer, shorter, heavier, empty etc. | | | | | | |
| Technology integration | Students will continue to focus on skills relating to technology such as taking photos and videos through the use of apps such as Seesaw and Aurasma | | | | | | |
| Library | Students will focus on picture book stories and nonfiction literature that clearly shows and explains where we are on the planet. The Lighthouse box will be used to go on a space adventure showing the students where we are in reality, this will involve drama and student interaction with each other. Students will begin to navigate the | | | | | | |

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| | <p>nonfiction area of the main library with an aim to building self-confidence in all areas of the Learning commons. They will scan their books and take responsibility for them. Students will look at the importance of being a family and how we could help children and those that do not have a family to look after them. Memory box in the making. Library will show and discuss the different things that make memories and the importance of memories, how they help us relate to others and relate to everyday life.</p> |
| Arab Studies | <p>Students will learn about the UAE culture, famous places, climate, animals, flag colors and environment.</p> |
| Music | <p>Students will continue to join in class singing activities and explore different sounds and their duration. They will practice to play longer and shorter sounds using classroom instruments and to create sound sequences. Students will be encouraged to respond to sound and silence with their body movements and to join in group activities, exploring and playing different percussion instruments.</p> |
| PE | <p>In addition to swimming, we will continually explore relationships throughout the year by looking at fair play, teamwork, the importance of trying your best and participation. At the beginning of the year pupils will also spend time playing games which promote the social skills respecting others, co-operation and resolving conflict. During this unit we will be focusing on introducing small team games.</p> |
| Visual Arts | <p>Students will learn that art can represent the human and natural world in new ways. By viewing the art of Hundertwasser children will discover that they can use different lines, shapes and colours to draw a picture. They will think about and discuss their own home and environment and compare it to the homes in Hundertwasser's art and architecture. Using their imagination students will create their own dream home. They will experiment with marker, pastel, dye and glitter.</p> |
| Social Stars | <p>Students will learn from each other how we greet in home language. In addition, students will start to look at how we express our feelings and looking at the various ways that help us process our feelings.</p> |
| Incursions & Excursions | <p>No field trips during this unit. Visits and talks from Parents help to enrich the Unit of Inquiry.</p> |