Dear parents, please find enclosed a breakdown of this half-terms learning. We hope you find useful. If you have any questions or would like to discuss any of the content please feel free to contact us.

Thank you for your continued support.

Kind Regards,

Mr. Rory and Miss Laura

**Unit Two – Sharing The Planet**

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| **Central Idea:**  Water is a limited resource that is essential to life. | **Key Concepts:**  Function and Responsibility |
| **Related Concepts:**  Conservation, Equity and Processes. | **An inquiry into:**   * The function of water. * Water Management in different communities. * Water responsibility |
| **Teacher Questions:**   * What is water and how do we use it? * Where do we get water from? * How is water distributed? * How and why do we recycle water? * How do different communities make water suitable for using? * How is water distributed on the planet? * How can we be responsible citizens? * What sustainable frameworks are already in place globally? | |
| **Summative Assessment**  Students will create a video that reflects their understanding of the central idea linked to one of the lines of inquiry. Students will use iPad to record their summative assessments. Students choose their own form of presentation, for example, a drama sketch, a PowerPoint presentation, a newspaper report, a speech, a debate, et cetera. Children will work in small groups chosen by their form of presentation interest. | **Vocabulary**  Water, ocean, sea, lake, resource, reservoir, pollution, ecosystem, responsibility, sustainability, water cycle, community, solid, liquid, gas, condensation, evaporation, filtration, purification, saline, desalination, hydration, dehydration. |
| **Transdisciplinary Skills**  **Social skills**  Accepting responsibility:Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.  **Research skills**  Observing:Using all the senses to notice relevant details.  Interpreting data:Drawing conclusions from relationships and patterns that emerge from organized data  **Thinking skills**  Acquisition of knowledge: Gaining specific facts, ideas, vocabulary; remembering in a similar form.  Comprehension**:** Grasping meaning from material learned; communicating and interpreting learning.  Analysis**:** Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.  **Communication skills**  Reading**:** Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.  **Self-management skills**  Safety**:** Engaging in personal behaviour that avoids placing oneself or others in danger or at risk.  Healthy lifestyle**:** Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practicing appropriate hygiene and self-care. | |
| **Learner Profiles**  **Inquirers.** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.  **Thinkers.** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. | |
| **GIS Standards** | |
| **Language**  **Reading:** Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions. Students will continue working in their levelled reading groups following a carousel timetable of activities: guided reading, follow-up guided reading task or independent reading.  **Writing:** *Information and explanatory writing:* Write informative/ explanatory texts to examine a topic and convey ideas and information clearly; Introduce a topic clearly and group related information in paragraphs and sections, include formatting (headings), illustrations and multimedia. Develop a topic with facts, definitions, concrete details, quotations and other information. Use precise vocabulary to inform and explain. Use technology to produce and publish writing.  *Language:* Investigate word order in sentences. Order adjectives within sentence. Choose words and phrases precisely. Understand the basic conventions of standard English (noun and verb agreement, tense and subject consistency).  **Listening and Speaking:** Engage effectively in a range of collaborative discussions with diverse partners, building on own or others’ ideas. Pose and respond to specific questions to clarify or follow-up information. Make comments and contribute to discussions. | **Math**  **Number:** Parentheses in number sentences; Introduce vocabulary, solve and notate open sentences. Review basic concepts for decimals through hundredths. Compare and order tenths and hundredths.  **Four number operations:** Solving multiplication facts. Introduce prime and composite numbers. Explore the relationship between multiplication and division. Estimate sums and differences of decimals. Extend methods for whole number addition and subtraction for decimals. Practice adding and subtracting decimals.  **Geometry:** Measure lengths and distances using map scales. To establish the relationships between metric units of length. Measure lengths to the nearest millimeter. Convert measurements between millimetres and centimetres.  **Problem solving:** Establishing the meaning and practicing number stories; Establishing whether number sentences are true or false. |
| **Social Studies**  Compare and contrast cultural characteristics of different regions and people (e.g. use of resources). Compare and contrast the ways that different cultures meet human needs and concerns. Explain why people in different places view the world differently – contrast and compare views on water held by desert peoples and Europeans. | **Science**  Compare and contrast the water cycle in different global locations.  Explain different methods used to purify water and how they are appropriate to their location.  Describe how water is a vital component in the manufacturing of many commodities, including electricity. |
| **Technology Integration**  **See weebly posting for details.** | **Art**  Learning Objectives: In Unit 2**-**The students will be able to:   * Experiment with textures in a variety of mediums * Examine artists who have created art from recycled materials * Create a underwater scene of an aquatic creatures in their ocean environment * Make a collaborative piece of artwork * Combine different formal elements of art to assist in creation * Improve individual brainstorming skills   Activities/Projects/Connections:  ‘Sharing the Planet’ UOI: Students will look at how underwater creatures function (physical characteristics) and their habitat. Students will then collaborate to create an underwater scene using recyclable materials.  Students will take responsibility by collecting the materials necessary for the mural. |
| **Music**  Learning Objectives: In Unit 2- The students will be able to:   * Sing and choreograph to various pieces of music from many genres * Play and read notes B, A and G in different rhythms * Recognize music symbols and understand meanings in context * Play the recorder alone with proper technique and tone   Activities/Projects/Connections:   * Play the recorder, alone and with others- a variety of songs like ‘A- Good Start’ * Playing games like ‘Undercover’ to recognize notes spelled on the Treble Staff * Sing and choreograph ‘Play My Music’ * Connection to ‘Sharing the Planet’ UOI: Responsibility- recorder behavior and responsibilities |
| **PE**  Learning Objectives: In Unit 2- The students will be able to:   * Apply striking and fielding skills to a range of games and sports * Cooperate and communicate effectively when playing games and sports * Understand that tactics play an important part in games and sports * Apply a range of locomotor and manipulative skills within game situations * Apply their communicative, thinking, research, and technological skills to help them play important roles within their teams and groups   Activities/Projects/Connections:   * Connection to ‘Sharing the Planet’ UOI: Responsibility in group games and projects * Activities such as line catch, circle catch and bucket ball which introduce a wide range of skills, which are fundamental to striking and fielding activities * Independent and group research into striking and fielding activities using Edmodo. * Peer and self-assessment to evaluate performance, allowing students to plan and make improvements * Participate in a range of striking and fielding events such as softball and kwik cricket. | |
| **Arabic**  **See weebly posting for details.** | **Islamic**  **See weebly posting for details.** |

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| **Activities that you can do with your child at home**  What you can do to support your child’s learning outside of school. Create a family water diary that records water consumption for a day/week. Make ice-lollies – time how long it takes for them to change from liquid to solid? Do different flavor impact the freezing time? How long can you keep an ice cube from melting – explore ways in which the melting process can be slowed. Cleaning dirty water – add soil to water and try different ways to extract the dirt (filtering, evaporation and condensation, decanting). Have a water fight! Talk about water! |