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Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
Weather and seasons	Causation Responsibility Perspective	values, subjectivity and belief	Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	Self-management Social	Cause of conflict (local and global) Strategies used to resolve conflict Impact of resolutions	<p>Writing:</p> <ul style="list-style-type: none"> • Write a paragraph about weather • Fill an identity card. • <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to weather • Read and analyse texts related to learning outcomes. • Respond to comprehension questions on written documents related to weather <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about weather • Ask other simple questions about the weather <p>Listening:</p> <ul style="list-style-type: none"> • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Respond to comprehension questions on recorded documents related to learning outcomes. 	<p>Become familiar with weather vocabulary.</p> <ul style="list-style-type: none"> • describe the four seasons. • Learn the clothes we wear each season. • Use the adjectives of colors. • Become familiar with the activities that we can do during each season. - Recognize the rural activities - Recognize the activities at the beach • Describe the nature (basic)



City and directions	Form Perspective Function	Pattern and system	How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Thinking Research Self-management	Renewable and non-renewable resources How energy is converted and transformed People's perspectives on energy use	<p>Writing:</p> <ul style="list-style-type: none"> • Write a paragraph to indicate the itinerary <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to the city, jobs, directions and places in the city. • Read and analyse texts related to learning outcomes. • Respond to comprehension questions on written documents related to the city/ directions <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about city/directions. • Ask other simple questions about directions and places in the city. <p>Listening:</p> <ul style="list-style-type: none"> • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Respond to comprehension questions on recorded documents related to learning outcomes. 	<ul style="list-style-type: none"> - recognize the places in the city - Ask about directions - Indicate directions • Recognize and use correctly spatial prepositions. • Read the informative paragraph about itinerary - Numbers
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Cultural celebrations	Causation Perspective Connection	Pattern and impact, belief, relationships	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Communication Self-management Thinking	How art provides insight and information How art connects to culture Personal preferences in appreciation of art	<p>Writing:</p> <ul style="list-style-type: none"> • Write a paragraph about a cultural celebration <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to cultural celebrations. • Read and analyse texts related to learning outcomes. • Respond to comprehension questions on written documents related to cultural celebrations <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about their culture. <p>Listening:</p> <ul style="list-style-type: none"> • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Respond to comprehension questions on recorded documents related to learning outcomes. 	<p>Express your wants</p> <ul style="list-style-type: none"> - Explain your needs - Ask for permission - Become familiar with french monuments - Become familiar with french culinary culture - Numbers
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Body parts	Function Causation Form	Communication, pattern, similarities	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Research Communication	Body systems How body systems work Maintaining a healthy body	<p>Writing:</p> <ul style="list-style-type: none"> • Write a paragraph to describe someone taking into consideration the details of his body parts. <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to body parts. • Read and analyse texts related to learning outcomes. • Respond to comprehension questions on written documents related to body parts. <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about body parts of someone (oral description) <p>Listening:</p> <ul style="list-style-type: none"> • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Respond to comprehension questions on recorded documents related to learning outcomes. 	<p>Recognize vocab related to body parts</p> <p>Express pain</p> <p>Describe the body parts</p> <p>Describe him self physically</p>
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Daily routine	Function Responsibility Change	Pattern, initiative, cycles and sequences	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making, economic activities and their impact on humankind and the environment.	Social Communication Thinking	How government systems work How government systems deal with crisis How citizens can monitor and influence the actions of their government	<p>Writing:</p> <ul style="list-style-type: none"> • Write a paragraph about daily routine. <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to the daily routine. • Read and analyse texts related to learning outcomes. • Respond to comprehension questions on written documents related to the daily routine. <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about his daily routine. <p>Listening:</p> <ul style="list-style-type: none"> • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Respond to comprehension questions on recorded documents related to learning outcomes. 	<ul style="list-style-type: none"> - Use idiomatic expressions related to the daily routine - Read the time - Use reflective verbs correctly - Write a small paragraph about your daily routine.
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My House	Form Connection Change	Structure, interdependence, adaptation	Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Thinking Communication	Similarities and differences of past civilizations Development of systems and technology Connections between artifacts and civilizations	<p>Writing:</p> <ul style="list-style-type: none"> • Describe his house. <p>Reading:</p> <ul style="list-style-type: none"> • Answer simple questions related to the house. • Read and analyze texts related to learning outcomes. • Respond to comprehension questions on written documents related to the house <p>Speaking:</p> <ul style="list-style-type: none"> • Communicate information about his house. <p>Listening:</p> <ul style="list-style-type: none"> • Understand predictable instructions, especially if the messages are spoken slowly and repeated. • Understand simple conversations related to the learning outcomes. • Respond to comprehension questions on recorded documents related to learning outcomes. 	<p>Name the different parts of the house Become familiar with the different parts of the house Ecrire un texte descriptif : Décrire sa maison/ sa chambre Se familiariser avec les gestes simples à mettre en place à la maison pour économiser de l'énergie (panneaux solaires, mini éolienne...)</p>
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Taking Action

Taking action is one of the five essential elements of the PYP and an intricate part of the inquiry cycle which could be interpreted as a “conclusion” to learning. When taking action, students make connections to new knowledge they have acquired and apply their skills in everyday life.



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