

English

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
<p>Writing: diaries and journals</p> <p>Reading: summarize, analyze, compare and contrast</p>	<p>Responsibility</p> <p>Form</p> <p>Causation</p>	<p>Summarising, analysing, comparing, contrasting</p>	<p>Who We Are:</p> <p>Relationships</p>	<p>Communication Skills Exchanging-information skills (listening, interpreting, speaking)</p> <p>Social Skills Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) Developing social-emotional intelligence</p> <p>Self-Management Skills States of mind (emotional management, self-motivation, resilience).</p>	<p>- Roles and behaviour's in relationships</p> <p>- Similarities and differences in our families and friends</p> <p>- Effects relationships have on us</p>	<p>Writing: Students will be co-constructing diary and journal entries about personal experiences through practical experiences and group work. Groups will choose one to publish towards the end of the unit.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> * Write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..." * Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged * Spell simple words phonetically * Nouns, plural nouns (orally), verbs * Separation of words with finger spaces * Print many upper and lowercase letters. <p>Reading:</p> <p>Literature</p> <ul style="list-style-type: none"> * Summarizing key supporting details and ideas * Analyze structure of text <p>Information texts</p> <ul style="list-style-type: none"> * Analyze structure of text * Compare and contrast two texts <p>Overall reading standard</p> <ul style="list-style-type: none"> * Responding to texts * Analyze how specific word choices shape meaning or tone (figurative language)



<p>Writing: procedural texts - how to cook and prepare food, posters, notices and signs</p> <p>Reading: analysing characters, events, ideas, structure of text</p>	<p>Form Connection Perspective</p>	<p>Procedures, characters, events, structure</p>	<p>Where We are in Place and Time: Homes</p>	<p>Communication Skills Exchanging Information (Speaking, Listening, Interpreting)</p> <p>Social Skills Developing social-emotional intelligence</p> <p>Thinking Skills Critical-thinking skills (analysing and evaluating issues and ideas) Reflections/metacognition skills (reconsidering the process of learning)</p>	<p>- How homes reflect our culture and needs - Signs and symbols connect our homes to our environment - Homes around the world</p>	<p><u>Writing:</u> Students will be co- constructing procedural texts about products going through changes (e.g., recipe) through practical experiences and group work. Groups will choose one to publish towards the end of the unit.</p> <p><u>Reading:</u> ongoing assessment during guided reading sessions.</p>	<p>Writing: * Use simple connecting words like: and, but, so, that to join words and sentences. * With guidance and support from adults explore a variety of digital tools to produce and publish writing, including in collaboration with peers. * With guidance and support from adults participate in shared research and writing projects. * With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question. * Interrogatives, prepositions * Question words * Prepositions * Spell simple words phonetically. * Capitalize the first word in a sentence and the pronoun I * Recognize and name end of sentence punctuation: full stops, question marks, exclamation marks</p> <p>Reading: Literature * Analyze characters, events and ideas * Compare and contrast two texts</p> <p>Information texts * Analyze structure of text * Summarizing key supporting details and ideas</p> <p>Overall reading standards * Responding to texts * Making inferences, and citing specific evidence to draw conclusions</p>
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<p>Writing: Information Report - Write informational texts; questions and answers about plants.</p> <p>Reading: points of view, compare and contrast</p>	<p>Form Function Responsibility</p>	<p>Information, opinions, compare, contrast</p>	<p>Sharing The Planet: Living things</p>	<p>Self-Management Skills States of mind (mindfulness, perseverance)</p> <p>Communication skills ICT skills (using technology to gather, investigate and communicate information)</p> <p>Research Skills Information-literacy skills (formulation and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating) Media literacy skills (interacting with media to use and create ideas and information)</p> <p>Thinking skills Critical-thinking skills (analysing and evaluating issues and ideas) Reflections/metacognition skills (reconsidering the process of learning)</p>	<p>- Different plants and animals - Features of habitats - Protecting living things and their habitats</p>	<p><u>Writing:</u> Discuss genre, show through practical experiences, introduce appropriate language and related vocabulary. Assessments will be taken through anecdotal notes and observations.</p> <p><u>Reading:</u> ongoing assessment during guided reading sessions.</p>	<p>Writing: * Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic. * Can select relevant information and use this to form sentences about the topic. * With guidance and support from adults explore a variety of digital tools to produce and publish writing, including in collaboration with peers. * With guidance and support from adults participate in shared research and writing projects. * With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question. * Spell simple words phonetically * Interrogatives * Connectives (and, or, but) * Sentence punctuation: full stops, question marks, exclamation marks.</p> <p>Reading: Literature * Summarizing key supporting details and ideas * Points of view * Compare and contrast two texts</p> <p>Information texts * Analyze characters, events and ideas * Points of view</p> <p>Overall reading standards * Responding to texts * Making inferences, and citing specific evidence to draw conclusions</p>
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<p>Writing: Narrative (expose) - Traditional and fairy tales.</p> <p>Reading: analyse characters, events and ideas</p>	<p>Function Causation Perspective</p>	<p>traditional, fairy tales, characters, events, ideas</p>	<p>How We Express Ourselves: stories</p>	<p>Thinking Skills Creative-thinking skills (generating novel ideas and considering new perspectives)</p> <p>Communication Skills Literacy skills (reading, writing and using language to gather and communicate information)</p> <p>Research skills Media literacy skills (interacting with media to use and create ideas and information)</p>	<p>- Elements of an effective story - Creating and telling our own stories - How and why people tell stories</p>	<p><u>Writing:</u> Students will be co-constructing traditional and fairy tales through practical experiences and group work. Groups will choose one to publish towards the end of the unit.</p> <p><u>Reading:</u> ongoing assessment during guided reading sessions.</p>	<p><u>Writing:</u> * Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. * Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged. * Frequent prepositions * Simple connectives * Produce and expand complete sentences * Recognize and name end of sentence punctuation: full stops, question marks, exclamation marks.</p> <p><u>Reading:</u> Literature * Analyze characters, events and ideas * Compare and contrast two texts</p> <p>Information texts * Analyze characters, events and ideas * Points of view</p> <p>Overall reading standard * Responding to texts * Illustrations and media in print and digital resources</p>
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<p>Writing: Poetry - Rhyming and alliteration Example of poetry form: rhyming verses, tongue twisters.</p> <p>Reading: summarising, compare and contrast</p>	<p>Change Function Connection</p>	<p>Rhyming, verses, poems</p>	<p>How The World Works: Forces</p>	<p>Thinking Skills Transfer skills (using skills and knowledge in multiple contexts)</p> <p>Research Skills Information-literacy skills (formulation and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating) Ethical use of media/information (understanding and applying social and ethical technology)</p> <p>Self-Management Skills Organization skills (managing time and tasks effectively)</p>	<p>- How objects may be moved - How forces act on objects - How we use our knowledge about forces in everyday objects</p>	<p>Writing: Discuss genre, show through practical experiences, introduce appropriate language and related vocabulary. Assessments will be taken through anecdotal notes and observations.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p><u>Writing:</u> * Experiment with alliteration to create humorous and surprising combinations. * Write a letter or letters for most consonant and short-vowel sounds (phonemes). * Adding suffixes to verbs * Adding prefix/suffix to verbs and adjectives * Produce and expand complete sentences * Recognize and name end of sentence punctuation: full stops, question marks, exclamation marks.</p> <p><u>Reading:</u> Literature * Analyze structure of text * Points of view</p> <p>Information texts * Summarizing key supporting details and ideas * Compare and contrast two texts</p> <p>Overall reading standard * Responding to texts * Analyze how specific word choices shape meaning or tone (figurative language)</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.

Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.

