

English

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
<p>Writing: Personal narrative</p> <p>Reading: own experiences, similarities and differences, poems, rhymes and songs</p>	<p>Form Function Connection</p>	<p>Narrative, fiction, non-fiction, sequences</p>	<p>How We Organise Ourselves: Maps</p>	<p>Thinking Skills Transfer skills (using skills and knowledge in multiple contexts)</p> <p>Communication Skills Exchanging-information skills (listening, interpreting, speaking) ICT skills (using technology to gather, investigate and communicate information)</p>	<p>- Different types of maps - How people read and create maps - Where we use and find maps</p>	<p>Writing: Teacher models writing by explicitly explaining and teaching the genre. Students explore examples and individually construct personal narratives. Students will choose one to publish towards the end of the unit for the summative assessment.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> * Write narratives in which they recount two or more appropriately sequenced events. * Use adjectives to describe a setting and main characters. * Write to communicate a message to a particular audience. * Write simple narratives with a beginning, middle and end. * With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers. * Plan or say aloud what they are going to write. * Encapsulate what they want to say sentence by sentence. <p>Reading:</p> <p>Literature:</p> <ul style="list-style-type: none"> * Know and use various text features to understand texts - beginning - middle - end - chapter titles * Discuss their own experiences and relate them to fiction and non-fiction texts. <p>Information text:</p> <ul style="list-style-type: none"> * Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. * Discuss their own experiences and relate them to fiction and non-fiction texts. <p>Overall reading standards:</p> <ul style="list-style-type: none"> * Listen to and enjoy stories read aloud; show understanding by responding in oral, written and visual form. * Memorise and join in with poems, rhymes and songs. * Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.



<p>Writing: Informational report - health information booklets</p> <p>Reading: retelling, connecting two types of texts, locating facts, personal preference</p>	<p>Form Function Responsibility</p>	<p>Health, table of contents, procedures, descriptions</p>	<p>Who We Are: Healthy lifestyles</p>	<p>Self Management Skills States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)</p> <p>Research Skills Information-literacy skills (formulation and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating)</p>	<p>- Choices we make every day - Physical and mental wellbeing - Consequences of choices</p>	<p>Writing: Students will be co-constructing health leaflets about different topics 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"> * Create a pattern or shape on the page; use simple repeating phrases or lines as models. * Each student to write a line to add to a class poem about... * Explain the difference between fact and opinion, and apply this to their writing. * 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. * Use graphic organizers to plan writing, for example, Mind Maps®, storyboards. * With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <p>Reading:</p> <p>Literature:</p> <ul style="list-style-type: none"> * Retell stories and identify the main topic, including key details, and demonstrate understanding of their central message or lesson. * Identify who is telling the story at various points in a text. <p>Information text:</p> <ul style="list-style-type: none"> * Describe the connection of two pieces of information in a text. * Know and use various text features to locate important facts or information in a text - headings - table of content - glossary - electronic menus - icons * Identify basic similarities and differences between two texts on the same topic: illustrations, descriptions, procedures. <p>Overall reading standards:</p> <ul style="list-style-type: none"> * Self-select text based upon personal preference. * Determine the most important details in the text. * Ask and answer questions about key details in a text.
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<p>Writing: Persuasive text - persuading people to make choices that support the sustainability of Earth's resources.</p> <p>Reading: Describe characters, identify main topic, making connections, ask and answer, cultural connections</p>	<p>Causation Responsibility Perspective</p>	<p>Characters, setting, key details, persuasion, culture</p>	<p>Sharing The Planet: Sustainability</p>	<p>Thinking Skills Creative-thinking skills (generating novel ideas and considering new perspectives)</p> <p>Social Skills Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</p> <p>Self Management Skills Organization skills (managing time and tasks effectively)</p>	<p>- Impact of our actions on resources - The importance of sustainable practices - Reusing resources in different ways</p>	<p>Writing: Discuss genre, show through practical experiences, introduce appropriate language and related vocabulary. Students will learn to collaboratively write their judgments, their reasons for those judgments and to organize their reasons, supplying supporting details.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> * Make adventurous word choices to describe closely observed experiences. * Experiment with writing rhyming couplets substituting rhyming words and phrases, and extend to writing 4 lines to form a verse. * Creates a simple poem (could be related to the Unit of Inquiry) about a chosen subject using a wider range of adjectives. * Name a topic, supply some important facts about the topic, and provide some sense of closure. * With guidance and support from adults participate in shared research and writing projects. * Write down ideas/keywords including new vocabulary. * Encapsulate what they want to say sentence by sentence. * With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <p>Reading:</p> <p>Literature:</p> <ul style="list-style-type: none"> * Identify and describe characters, setting, and major events in a story, using key details. * Use illustrations and details in a story to describe its characters, setting, or events. <p>Information text:</p> <ul style="list-style-type: none"> * Identify the main topic and retell important details in the text. * Identify the reasons an author gives to support points in a text. <p>Overall reading standards:</p> <ul style="list-style-type: none"> * Make connections between self, text, and the world around them (text, media, social interaction). * Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. * Make cultural connections to text and self.
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<p>Writing: 'How to' manuals connected to light and sound.</p> <p>Reading: Retelling, point of view, connecting two pieces of text, important details, answering questions</p>	<p>Form Change Connection</p>	<p>Points of view, author, alliteration, fact and opinion</p>	<p>How The World Works: Light and sound</p>	<p>Thinking Skills Critical-thinking skills (analysing and evaluating issues and ideas)</p> <p>Communication Skills Literacy skills (reading, writing and using language to gather and communicate information)</p>	<p>- Properties of light and sound - Manipulating light and sound for creativity - What life would be like without light and sound</p>	<p>Writing: Teacher models writing by explicitly explaining and teaching the genre. Students explore examples and individually construct 'how to manuals'. Students will choose one to publish towards the end of the unit for the summative assessment.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> * Experiment with alliteration to create humorous and surprising combinations. * Make adventurous word choices to describe closely observed experiences. * Create a pattern or shape on the page; use simple repeating phrases or lines as models. * Explain the difference between fact and opinion, and apply this to their writing. * With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question. * Evaluate their writing with the teacher and other pupils. * Re-read to check that their writing makes sentences and that verbs to indicate time are used correctly and consistently. * Proofread to check for errors in spelling, grammar and punctuation. <p>Reading:</p> <p>Literature:</p> <ul style="list-style-type: none"> * Retell stories and identify the main topic, including key details, and demonstrate understanding of their central message or lesson. * Identify who is telling the story at various points in a text. <p>Information text:</p> <ul style="list-style-type: none"> * Describe the connection of two pieces of information in a text. * Identify the reasons an author gives to support points in a text. <p>Overall reading standards:</p> <ul style="list-style-type: none"> * Determine the most important details in the text. * Ask and answer questions about key details in a text. * Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
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<p>Writing: Realistic fiction related to space.</p> <p>Reading: chapter titles, own experiences, compare and contrast, similarities and differences, making connections</p>	<p>Function Causation Responsibility</p>	<p>realistic fiction, space, illustrations, descriptions, procedures</p>	<p>Where We are in Place and Time: Space</p>	<p>Thinking Skills Reflections/metacognition skills (reconsidering the process of learning)</p> <p>Research skills Media literacy skills (interacting with media to use and create ideas and information) Ethical use of media/information (understanding and applying social and ethical technology)</p>	<p>- The exploration of space - Structure of the universe - Responsibility of astronauts</p>	<p>Writing: Teacher models writing by explicitly explaining and teaching the genre. Students will learn that characters in stories face problems, overcome these (with help from others or on their own), and then develop solutions. They will develop their own characters to use in the stories they create.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> * Include some details regarding what happened. * Include a problem in the story for the main character. * Sentences are written in chronological order indicated by time words. * Paragraphing for a change of time or place. * Name a topic, supply some important facts about the topic, and provide some sense of closure. * With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers. * Use graphic organizers to plan writing, for example, Mind Maps®, storyboards. * Plan or say aloud what they are going to write. * Write down ideas/keywords including new vocabulary. <p>Reading:</p> <p>Literature:</p> <ul style="list-style-type: none"> * Know and use various text features to understand texts - beginning - middle - end - chapter titles * Compare and contrast the adventures and experiences of characters in stories. * Discuss their own experiences and relate them to fiction and non-fiction texts. <p>Information text:</p> <ul style="list-style-type: none"> * Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. * Identify basic similarities and differences between two texts on the same topic: illustrations, descriptions, procedures. * Discuss their own experiences and relate them to fiction and non-fiction texts. <p>Overall reading standards:</p> <ul style="list-style-type: none"> * Make connections between self, text, and the world around them (text, media, social interaction). * Self-select text based on personal preference. * Make cultural connections to text and self. * With prompting and support, read the following genres:
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							poetry and prose.
<p>Writing: Transactional - invitation to a celebration event Poetry - Rhyme, tongue twisters, riddles, acrostic, free verse</p> <p>Reading: Key details, compare and contrast, illustrations, glossary, poems, stories, songs</p>	<p>Perspective Causation Connection</p>	<p>Alliteration, adjectives, poem</p>	<p>How We Express Ourselves: Celebrations</p>	<p>Communication skills Exchanging-information skills (listening, interpreting, speaking)</p> <p>Social skills Developing social-emotional intelligence</p>	<p>- Different types of celebrations - Celebrations connect to beliefs and values - Reasons people celebrate</p>	<p>Writing: Teacher models writing by explicitly explaining and teaching the genre. Students will learn how to write an invitation, and how to create a simple poem using basic steps.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing: * Experiment with alliteration to create humorous and surprising combinations. * Experiment with writing rhyming couplets substituting rhyming words and phrases, and extend to writing 4 lines to form a verse. * Each student to write a line to add to a class poem about... * Creates a simple poem (could be related to the Unit of Inquiry) about a chosen subject using a wider range of adjectives. * Evaluate their writing with the teacher and other pupils. * Re-read to check that their writing makes sentences and that verbs to indicate time are used correctly and consistently. * Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Reading: Literature: * Identify and describe characters, setting, and major events in a story, using key details. * Use illustrations and details in a story to describe its characters, setting, or events. * Compare and contrast the adventures and experiences of characters in stories.</p> <p>Information text: * Identify the main topic and retell important details in the text. * Know and use various text features to locate important facts or information in a text - headings - table of content - glossary - electronic menus - icons * Discuss their own experiences and relate them to fiction and non-fiction texts.</p> <p>Overall reading standards: * Memorise and join in with poems, rhymes and songs. * Identify words and phrases in stories or poems that</p>



							suggest feelings or appeal to the senses. * With prompting and support, read the following genres: poetry and prose.
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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.

