

G1G2 A Year		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <p>Who we are</p> <p>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.</p> <p>Title You are what you eat</p> <p>Central idea Choices can impact well-being</p> <p>Key concepts Responsibility, causation, function</p> <p>Related concepts Choice, impact, role</p> <p>Lines of inquiry An active lifestyle My responsibility in staying healthy How to stay safe</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Social organization and Culture Human and natural environments</p> <p>Skills d. Identify roles, rights and responsibilities in society</p> <p><u>Science</u> Living things</p> <p>Skills a. Observe carefully in order to gather data g. Interpret and evaluate data gathered in order to draw conclusions</p> <p><u>Language Phase 3</u> Written language—writing Written language—reading</p> <p><u>PSPE Phase 2</u> Active Living.</p> <p><u>Math Phase 2</u> Data handling</p>	<p>Language:</p> <ul style="list-style-type: none"> develop personal preferences, selecting books for pleasure and information read texts at an appropriate level, independently, confidently and with good understanding <p>Math:</p> <ul style="list-style-type: none"> understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain). <p>Social Studies:</p> <ul style="list-style-type: none"> Understand the different natural disasters and how to prepare for them. Awareness of oneself and the people around you in public to insure safety. <p>Science:</p> <ul style="list-style-type: none"> recognize that living things, including humans, need certain resources for energy and growth identify the major food groups and be aware of the role they play in human development. <p>PSPE:</p> <ul style="list-style-type: none"> recognize the importance of regular exercise in the development of well-being identify healthy food choices communicate their understanding of the need for good hygiene practices use and adapt basic movement skills (gross and fine motor) in a variety of activities explore different movements that can be linked to create sequences understand the need to act responsibly to help ensure the safety

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h2 style="color: red;">Where we are in place and time</h2> <p>An inquiry into organization 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.</p> <p>Title Past, Present, and Future me</p> <p>Central Idea Perspectives from the past can help us make connections to the present and influence the future.</p> <p>Key concepts Perspective, Change, Connection</p> <p>Related concepts connection, location, orientation</p> <p>Lines of inquiry The differences between the present and the past How people's perspectives change over time The future is impacted by our actions</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Social organization and culture Continuity and change through time</p> <p>Skills a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time</p> <p><u>Language Phase 3</u> Written language—reading</p> <p><u>PSPE Phase 2</u> Interactions</p> <p><u>Math Phase 2</u> Number Data handling</p>	<p>Language:</p> <ul style="list-style-type: none"> read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, technology iconography make connections between personal experience and storybook characters understand sound–symbol relationships and recognize familiar sounds/symbols/ words of the language community <p>Math:</p> <ul style="list-style-type: none"> Use mental and written strategies for addition and subtraction for two-digit numbers or beyond in real-life situations Collect, interpret and display data on a number line <p>PSPE:</p> <ul style="list-style-type: none"> value interacting, playing and learning with others discuss and set goals for group interactions cooperate with others <p>Social Studies:</p> <ul style="list-style-type: none"> Explain how people’s perceptions and representations of place have changed over time. Formulate and ask questions about the past, the future, places and society

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h1 style="color: red;">How we express ourselves</h1> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect upon, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Title Story time</p> <p>Central idea People tell stories in different ways and for different reasons.</p> <p>Key concepts Perspective, Form</p> <p>Related concepts Interpretation, cultural</p> <p>Lines of inquiry -How cultures express morals in different ways -Different ways to tell similar stories -How our stories help us to consider other perspectives</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Social organization and Culture Continuity and change through time</p> <p>Skills a. Formulate and ask questions about the past, the future, places and society</p> <p><u>Language Phase 3</u> Oral language—listening and speaking Visual language—viewing and presenting Written language—reading</p> <p><u>PSPE Phase 2</u> Identity</p> <p><u>Math Phase 2</u> Shape and Space</p>	<p>Language:</p> <ul style="list-style-type: none"> attend to visual information showing understanding through discussion, role play, illustrations talk about their own feelings in response to visual messages; show empathy for the way others might feel show their understanding the visual messages influence our behaviour make connections between personal experience and storybook characters. predict likely outcomes when listening to text read aloud participate in a variety of dramatic activities <p>Social Studies:</p> <ul style="list-style-type: none"> suggest reasons for various stories; the different ways we communicate our stories, for example, written, oral, drama, pictorial) use a variety of sources to gain information about a story from both a historical and a cultural perspective <p>Math:</p> <ul style="list-style-type: none"> interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment <p>PSPE</p> <ul style="list-style-type: none"> describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences explain how different experiences can result in different emotions identify and understand the consequences of actions

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h1 style="color: red;">How the World Works</h1> <p>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.</p> <p>Title Air matters</p> <p>Central idea Understanding the properties of air allows people to make practical applications</p> <p>Key concepts Function, causation</p> <p>Related concepts Force, energy</p> <p>Lines of inquiry -The evidence of the existence of air -What air can do and how we use it -The relationship between air, light and sound</p>	<p>Transdisciplinary strands</p> <p>Science Living things Earth and space Materials and matter Forces and energy</p> <p>Skills a. Observe carefully in order to gather data b. Use a variety of instruments and tools to measure data accurately c. Use scientific vocabulary to explain their observations and experiences d. Identify or generate a question or problem to be explored e. Plan and carry out systematic investigations, manipulating variables as necessary f. Make and test predictions g. Interpret and evaluate data gathered in order to draw conclusions h. Consider scientific models and applications of this models (including their limitations)</p> <p>Language Phase 3 Written language—reading</p> <p>PSPE Phase 2 Identity</p> <p>Math Phase 2 Measurement</p>	<p>Langage</p> <ul style="list-style-type: none"> instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems. <p>Science</p> <ul style="list-style-type: none"> investigate and identify the properties of air examine how people use air in their everyday lives (for example, transportation, recreation) reflect on the impact of air on living things apply his or her understanding about the properties of air (for example, building a windmill) explore links between air, light and sound (for example, thunder and lightning) explore the role air plays in weather events <p>Math:</p> <ul style="list-style-type: none"> understand the use of standard units to measure, for example, length, mass, money, time, temperature understand that tools can be used to measure <p>PSPE</p> <ul style="list-style-type: none"> express hopes, goals and aspirations solve problems and overcome difficulties with a sense of optimism recognize other’s perspectives and accommodate these to shape a broader view of the world

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<p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>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.</p> <p>Title My community</p> <p>Central idea Human- made systems and community helpers impact people and the environment</p> <p>Key concepts Causation (Function), Connection, Change</p> <p>Related concepts Organization, transportation, pollution</p> <p>Lines of inquiry How our school functions How jobs in the community are connected to each other How human-made systems change the environment over time</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Social organization and Culture Human and natural Environments</p> <p>Skills a. Formulate and ask questions about the past, the future, places and society c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society</p> <p><u>Science</u> Living Things</p> <p>Skills d. Identify or generate a question or problem to be explored h. Consider scientific models and applications of these models (including their limitations)</p> <p><u>Language Phase 3</u> Visual language—viewing and presenting Written language—reading</p> <p><u>PSPE Phase 2</u> Interactions</p> <p><u>Math Phase 2</u> Measurement</p>	<p>Science</p> <ul style="list-style-type: none"> identify or generate a question or problem to be explored in relation to human impact on the local environment <p>Social studies</p> <ul style="list-style-type: none"> describe and compare the various communities to which he or she belongs identify the contributions of different members of a community create and share his or her own story about being a community member. model a community and make connections between the community helpers <p>Language:</p> <ul style="list-style-type: none"> begin to understand that language use is influenced by its purpose and the audience make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses use feedback from teachers and other students to improve their writing <p>PSPE</p> <ul style="list-style-type: none"> cooperate with others recognize the different group roles and responsibilities assume responsibility for a role on a group understand the impact of their actions on each other and the environments <p>Math</p> <ul style="list-style-type: none"> use measures of time to assist with problem solving in real-life situations

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<p>Transdisciplinary theme</p> <h1 style="color: red;">Sharing the planet</h1> <p>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</p> <p>Title I can make a difference</p> <p>Central idea How resources impact communities and their relationships with others.</p> <p>Key concepts Causation, perspective, connection</p> <p>Related concepts points of view,</p> <p>Lines of inquiry How to peacefully solve a problem or conflict The different places our food comes from The usage of alternative energy sources when resources are limited</p>	<p>Transdisciplinary strands</p> <p>Social Studies Human systems and economic activities Resources and the environment</p> <p>Skills d. Identify roles, rights and responsibilities in society</p> <p>Science Living things Earth and space Materials and matter</p> <p>Skills e. Plan and carry out systematic investigations, manipulating variables as necessary d. Identify or generate a question or problem to be explored</p> <p>Language Phase 3 Written language—reading</p> <p>PSPE Phase 2 Interactions</p> <p>Math Phase 2 Data handling</p>	<p>Language:</p> <ul style="list-style-type: none"> listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes read and understand the meaning of self-selected and teacher-selected texts at an appropriate level use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed) recognize written symbols (for example, Japanese script on labels) <p>Math:</p> <ul style="list-style-type: none"> create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than) <p>Social Studies</p> <ul style="list-style-type: none"> discuss what is meant by a “limited resource” create a list of practices that could be used to maintain natural resources at home and in school reflect on and self-assess his or her personal use of natural resources. <p>Science</p> <ul style="list-style-type: none"> Recognize that living things, including humans, need certain resources for energy and growth <p>PSPE</p> <ul style="list-style-type: none"> analyse ways in which humans use the natural environment

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h1>Who we are</h1> <p>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.</p> <p>Title Home is where the heart is</p> <p>Central idea Homes reflect personal identity and local culture</p> <p>Key concepts Form, connection, perspective</p> <p>Related concepts Creativity, diversity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - The concept of home - Different types of homes - Circumstances that determine where people live 	<p>Transdisciplinary strands</p> <p>Social Studies Social organization and culture Human and natural environments Resources and the environments</p> <p>Skills (see chart)</p> <ul style="list-style-type: none"> b. Use and analyze evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time <p>Language Phase 3 Oral Language - listening and speaking</p> <p>PSPE Phase 2 Identity Interactions</p> <p>Math Phase 2 Shape and space</p>	<p>Social Studies</p> <ul style="list-style-type: none"> • express their understanding of what a home is • research and compare homes in different cultures • identify factors that influence where people live and what their homes are like • present the type of home that reflects who he or she is <p>Language Phase 3</p> <ul style="list-style-type: none"> • Retell familiar stories in sequence • Use language for a variety of personal purposes <p>PSPE Phase 2</p> <ul style="list-style-type: none"> • Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences • Solve problems and overcome difficulties with a sense of optimism • cooperate with others • ask questions and express wonderings <p>Math Phase 2</p> <ul style="list-style-type: none"> • Understand the 2D and 3 D shapes can be created by putting together other shapes. • Understanding that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h1>Where we are in place and time</h1> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Title Public spaces: what are they good for?</p> <p>Central idea Public areas strengthen communities and provide people with opportunities to connect.</p> <p>Key concepts Function, connection</p> <p>Related concepts Cooperation, ownership</p> <p>Lines of inquiry Different public areas and their functions How public areas develop How these places differ from out homes</p>	<p>Transdisciplinary strands</p> <p>Social Studies Human systems and economic activities Social organization and culture Human and natural environments</p> <p>Skills a. Formulate and ask questions about the past, the future, places and society c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society</p> <p>Science Materials and matter</p> <p>Skills a., c.</p> <p>Language Phase 3 Visual Language - viewing and presenting</p> <p>PSPE Phase 2 Active living</p> <p>Math Phase 2 Numbers Measurement</p>	<p>Social studies</p> <ul style="list-style-type: none"> identify and describe the functions of various public places in the community demonstrate how various public places serve the needs of people in a community compare and contrast the functions of public and private spaces <p>Science NGSS 2-PS1-1</p> <ul style="list-style-type: none"> plan and conduct an investigation to describe and classify different kinds of materials by their observable properties <p>Language Phase 3</p> <ul style="list-style-type: none"> View visual information and show understanding by asking relevant questions and discussing possible meaning Discuss personal experiences that connect with visual image Select and use suitable shapes, colors, symbols and layout for presentations, practise and develop writing/calligraphy styles <p>PSPE Phase 2</p> <ul style="list-style-type: none"> Understand the need to act responsibly to help ensure the safety of themselves and others share ideas clearly and confidently seek adult support in situations of conflict <p>Math Phase 2</p> <ul style="list-style-type: none"> use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference • model addition and subtraction of whole numbers use measures of time to assist with problem solving in real-life situations

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h1>How we express ourselves</h1> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect upon, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Title Imagine that!</p> <p>Central idea Imagination is a powerful tool for extending our ability to think, create, and express ourselves</p> <p>Key concepts Causation, perspective, reflection</p> <p>Related concepts Empathy, invention, transformation</p> <p>Lines of inquiry How we demonstrate and enjoy our imagination How our imagination helps us to consider other perspectives How imagination helps us to solve problems</p>	<p>Transdisciplinary strands</p> <p>Science Earth and space Materials and matter Forces and energy</p> <p>Skills (see chart) a. Observe carefully in order to gather data d. Identify or generate a question or problem to be explored f. Make and test predictions</p> <p>Language Phase 3 Visual language - listening and speaking Written language - reading</p> <p>PSPE Phase 2 Identity Interactions</p> <p>Math Phase 2 Patterns and function</p>	<p>Science</p> <ul style="list-style-type: none"> recognize that imagination contributes to scientific developments explore the use of imagination as a tool to solve problems (for example particular inventions, scientific discoveries) <p>NGSS K-2 ETS1-1-3</p> <ul style="list-style-type: none"> compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land ask questions, make observations, and gather information about a situation people want to change define a simple problem that can be solved through the development of a new or improved object or tool model solutions with sketches, drawings, or physical models <p>NGSS2 ESS2</p> <ul style="list-style-type: none"> Ways wind and water can change the shape of the land Water is found in the ocean, rivers, lakes and ponds; it exists as a solid, liquid and gas <p>Language Phase 3</p> <ul style="list-style-type: none"> Make predictions about a story, based on their own knowledge and experience Realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance Express thoughts, ideas and opinions and discuss them, respecting contributions from others <p>PSPE Phase 2</p> <ul style="list-style-type: none"> reflect on the process of achievement and value the achievements of others demonstrate a positive belief in their abilities and believe they can reach their goals by persevering <p>Math Phase 2</p> <ul style="list-style-type: none"> represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers

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<p>Transdisciplinary theme</p> <h1>How the world works</h1> <p>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</p> <p>Title Change is coming</p> <p>Central idea All living things go through a process of change.</p> <p>Key concepts Change, connection</p> <p>Related concepts Cycles, transformation</p> <p>Lines of inquiry Life cycles How living things change over their lifetime Developmental stages of various living things</p>	<p>Transdisciplinary strands</p> <p>Science Living things</p> <p>Skills (see chart) a. Observe carefully in order to gather data c. Use scientific vocabulary to explain their observations and experiences d. Identify or generate a question to be explored f. Make and test predictions g. Interpret and evaluate data gathered in order to draw conclusions</p> <p>Language Phase 3 Written language - reading</p> <p>PSPE Phase 2 Identity Active living Interactions</p> <p>Math Phase 2 Data handling</p>	<p>Science</p> <ul style="list-style-type: none"> describe the life cycles of a variety of living things (for example, a range of plants and animals) compare the life cycles of different living things identify the common components of life cycles (for example, birth, growth, maturity, reproduction, death) investigate the responses of plants or animals to changes in their habitats <p>NGSS 1-LS1.3</p> <ul style="list-style-type: none"> Adult plants and animals can have young. In many kinds of animals, parents and offspring themselves engage in behaviors that help the offspring survive Patterns in the natural world can be observed, used to describe phenomena, and used as evidence <p>Language Phase 3</p> <ul style="list-style-type: none"> recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance recognize and use the different parts of a book, for example, title page, contents, index <p>PSPE Phase 2</p> <ul style="list-style-type: none"> ask questions and express wonderings describe how personal growth has resulted in new skills and abilities explain how growth can be measured through changes in capability as well as through physical changes <p>Math Phase 2</p> <ul style="list-style-type: none"> collect, display and interpret data for the purpose of answering questions • create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than) • use tree, Venn and Carroll diagrams to explore relationships between data

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <h1>How we organize ourselves</h1> <p>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.</p> <p>Title Let's get organized</p> <p>Central idea Systems need to be in place to maintain organization in communities</p> <p>Key concepts Connection, responsibility</p> <p>Related concepts Interdependence, organization, systems</p> <p>Lines of inquiry The concept of organization Different systems of organization in our community Collection, storage and use of information for organization</p>	<p>Transdisciplinary strands</p> <p>Social Studies Human systems and economic activities</p> <p>Skills (see chart) a. Formulate and ask questions about the past, the future, places and society c. Orientate in relation to place and time</p> <p>Language Phase 3 Written language - writing</p> <p>PSPE Phase 2 Identity Interactions</p> <p>Math Phase 2 Data Handling</p>	<p>Social studies:</p> <ul style="list-style-type: none"> identify ways to organize themselves on a daily basis plan and create a system of organization (for example for their desk, classroom, or school) suggest improvements to organizational systems already in place at their home or school demonstrate improved organization and time management in school settings <p>Language Phase 3</p> <ul style="list-style-type: none"> proofread their own writing and make some corrections and improvements use feedback from teachers and other students to improve their writing over time, create examples of different types of writing and store them in their own writing folder <p>PSPE Phase 2</p> <ul style="list-style-type: none"> identify and understand the consequences of actions examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help value interacting, playing and learning with others <p>Math Phase 2</p> <ul style="list-style-type: none"> use graphic organizers to plan writing, for example, Mind Maps®, storyboards understand the sets can be organized by one or more attributes understand that information about themselves and their surroundings can be collected and recorded in different ways.

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<p>Transdisciplinary theme</p> <h1>Sharing the planet</h1> <p>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</p> <p>Title Can I recycle a donkey?</p> <p>Central idea</p> <p>People can establish practices in order to sustain and maintain the Earth’s resources</p> <p>Key concepts Causation, responsibility, reflection</p> <p>Related concepts Conservation, interdependence, order</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - Limited nature of the Earth’s resources - Personal choices that can help sustain the environment - Reusing and recycling different materials 	<p>Transdisciplinary strands</p> <p>Social Studies Human and natural environments Resources and the environment</p> <p>Skills a. Formulate and ask questions about the past, the future, places and society c. orientate in relation to place and time d. identify roles, rights and responsibilities in society</p> <p>Science Earth and space Living things</p> <p>Skills a. Observe carefully in order to gather data c. use scientific vocabulary to explain their observations and experiences d. Identify or generate a question or problem to be explored e. Plan and carry out systematic Investigations, manipulating variables as necessary f. Make and test predictions g. Interpret and evaluate data gathered in order to draw conclusions</p> <p>Language Phase 3 Written language—reading</p> <p>PSPE Phase 2 Interactions</p> <p>Math Phase 2 Measurement</p>	<p>Science</p> <ul style="list-style-type: none"> ● reflect on and self-assess their personal use of natural resources ● investigate ways that familiar materials can be reused ● group materials on the basis of properties for the purpose of recycling ● describe how a particular material is recycled ● explore the role of living things in recycling energy and matter <p>Social Studies</p> <ul style="list-style-type: none"> ● discuss what is meant by a “limited” resource ● create a list of practices that could be used to maintain natural resources at home and in school ● critique the methods of waste management in his or her immediate environment ● explain the different roles of people in the recycling process ● reflect on and self-assess their personal use of natural resources <p>Language Phase 3</p> <ul style="list-style-type: none"> ● discuss their own experiences and relate them to fiction and non-fiction texts ● participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view ● wonder about texts and ask questions to try to understand what the author is saying to the reader. <p>PSPE Phase 2</p> <ul style="list-style-type: none"> ● understand the impact of their actions on each other and the environment. ● recognize the different group roles and responsibilities <p>Math Phase 2</p> <ul style="list-style-type: none"> ● understand the use of standard units to measure, for example, length, mass, money, time, temperature ● understand that tools can be used to measure

Phase 2 Strands

Identity	Active living	Interactions
<p>Conceptual understandings</p> <p>There are many factors that contribute to a person’s individual identity. Understanding and respecting other peoples’ perspectives helps us to develop empathy. Identifying and understanding our emotions helps us to regulate our behaviour. A positive attitude helps us to overcome challenges and approach problems. A person’s self-concept² can change and grow with experience. Using self- knowledge³ allows us to embrace new situations with confidence. Different challenges and situations require different strategies.</p>	<p>Conceptual understandings</p> <p>Regular exercise is part of a healthy lifestyle. Food choices can affect our health. Maintaining good hygiene can help to prevent illness. Growth can be measured through changes in capability as well as through physical changes. We can apply a range of fundamental movement skills to a variety of activities. Movements can be used to convey feelings, attitudes, ideas or emotions. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.</p>	<p>Conceptual understandings</p> <p>Participation in a group can require group members to take on different roles and responsibilities. There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. Accepting others into a group builds open-mindedness. Relationships require nurturing. Our actions towards others influence their actions towards us. Responsible citizenship involves conservation and preservation of the local environment.</p>
<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences • describe how personal growth has resulted in new skills and abilities • explain how different experiences can result in different emotions • identify feelings and begin to understand how these are related to behaviour • express hopes, goals and aspirations 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • recognize the importance of regular exercise in the development of well-being • identify healthy food choices • communicate their understanding of the need for good hygiene practices • reflect on the interaction between body systems during exercise • explain how the body’s capacity for movement develops as it grows • use and adapt basic movement skills 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • value interacting, playing and learning with others • discuss and set goals for group interactions • cooperate with others • ask questions and express wonderings • recognize the different group roles and responsibilities • assume responsibility for a role in a group

<ul style="list-style-type: none"> • solve problems and overcome difficulties with a sense of optimism • examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help • recognize others' perspectives and accommodate these to shape a broader view of the world • identify and understand the consequences of actions • are aware of their emotions and begin to regulate their emotional responses and behaviour • reflect on inner thoughts and self-talk • demonstrate a positive belief in their abilities and believe they can reach their goals by persevering. 	<p>(gross and fine motor) in a variety of activities</p> <ul style="list-style-type: none"> • explore different movements that can be linked to create sequences • display creative movements in response to stimuli and express different feelings, emotions and ideas • reflect upon the aesthetic value of movement and movement sequences • understand the need to act responsibly to help ensure the safety of themselves and others. 	<ul style="list-style-type: none"> • celebrate the accomplishment of the group • share ideas clearly and confidently • seek adult support in situations of conflict • reflect on the process of achievement and value the achievements of others • understand the impact of their actions on each other and the environment.
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