G2 - Written Curriculum #1		September 4 - October 13, 2023/2024
Learning will include the development of the following knowledge, concepts and skills		**Learning outcomes** **Students will be able to:**
Transdisciplinary theme **Who we are** An inquiry into the *nature of the self*; beliefs and values; personal, *physica*l, mental, social and spiritual *health*; human relationships including families, friends, communities, and cultures; rights and *responsibilities*; what it means to be human. **Central idea** The nature of living things and the effect of personal choices on one's health. **Lines of inquiry** - Overall wellbeing - The comparison between human and animals physical attributes - How to stay safe **Key concepts** Responsibility, causation, function **Related concepts** Choice, impact, role **Learner Profile attributes** Balanced, Risk-Taker **ATL** Self-management Healthy choices, spacial awareness Social Interactions, Development	**Transdisciplinary strands** **Social Studies** Human and natural environments **Skills** a. Formulate and ask questions about the past, the future, places and society d. Identify roles, rights and responsibilities in society **Science** **Skills** a. Observe carefully in order to gather data c. Use scientific vocabulary to explain their observations and experiences g. Interpret and evaluate data gathered in order to draw conclusions **Language Phase 2** Oral language—listening and speaking **PSPE Phase 2** Identity **Math Phase 2** Measurement	**Social Studies:** ● identify the responsibility in staying healthy ● reflect upon how to stay safe. **Science:** ● 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. **Language:** ● describe personal experiences ● use language to address their needs, express feelings and opinions ● talk about the stories, writing, pictures and models they have created **PSPE:** ● describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences ● express hopes, goals and aspirations **Math:** ● understand that calendars can be used to determine the date and to identify and sequence day of the week and months of the year ● understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds. ● Collaboration opportunities

G2 - Written Curriculum #2		October 16- December 1 , 2023/2024
Learning will include the development of the following knowledge, concepts and skills		**Learning outcomes** **Students will be able to:**
Transdisciplinary theme **Where we are in place and time** 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. **Central idea** Observing the past can help us make connections to the present and influence the future. **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 **Key concepts** Perspective, Change, Connection **Related concepts** connection, location, orientation **Learner Profile attributes** Thinker, Reflective **ATL** Thinking Perspectives, progression Research Exploration, measuring	**Transdisciplinary strands** **Social Studies** Continuity and change through time Human and natural environments **Skills** a. Formulate and ask questions about the past, the future, places and society c. Orientate in relation to place and time **Science** **Skills** a. Observe carefully in order to gather data e. Plan and carry out systematic investigations, manipulating variables as necessary g. Interpret and evaluate data gathered in order to draw conclusions **Language Phase 2** Visual language—viewing and presenting Written language—reading **PSPE Phase 2** Active living **Math Phase 2** Data handling	**Social Studies:** ● explain how people's perceptions and representations of place have changed over time ● compare and contrast current family experiences with those of a previous generation. ***S*cience:** ● explore the principle of time and its effect on decisions made ● analyse why and how peoples perspectives changed over time **Language** ● attend to visual information showing understanding through discussion, role play, illustrations ● show their understanding that visual messages influence our behaviour ● view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story **PSPE:** ● recognize the importance of regular exercise in the development of well-being ● explain how the body's capacity for movement develops as it grows **Math:** ● understand that information about themselves and their surroundings can be obtained in different ways ● represent information through pictographs and tally marks

G2 - Written Curriculum #6		**May 20- June 28, 2023/2024**
Learning will include the development of the following knowledge, concepts and skills		**Learning outcomes** **Students will be able to:**
Transdisciplinary theme **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 upon, extend and enjoy our creativity; our appreciation of the aesthetic **Central idea** People tell stories and relay ideas in different ways and for different reasons. **Lines of inquiry** - How we express our understanding in different ways - Using science to tell similar stories in different ways - How our stories help us to consider other perspectives **Key concepts** Perspective, Form **Related concepts:** Interpretation, cultural **Learner Profile attributes** Open-Minded, Principled **ATL** Social Sharing creativity, accepting new ideas Communication Express ideas, explain aesthetic preference	**Transdisciplinary strands** **Social studies** Continuity and change through time Human and natural environments **Skills** b. Use and analyse evidence from a variety of historical, geographical and societal sources e. Assess the accuracy, validity and possible bias of sources **Science** **Skills** a. Observe carefully in order to gather data d. Identify or generate a question or problem to be explored f. Make and test predictions **Language Phase 2** Oral language—listening and speaking Visual language—viewing and presenting **PSPE Phase 2** Identity **Math Phase 2** Shape and space	**Social Studies:** ● use a variety of primary and secondary sources to investigate the ways that humans respond to different stories. **Science:** ● recognize that imagination contributes to scientific developments ● explore the use of storytelling as a tool to solve problems **Language:** ● memorize and join in with poems, rhymes and songs ● predict likely outcomes when listening to texts read aloud. ● view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story **PSPE:** ● explain how different experiences can result in different emotions ● recognize others' perspectives and accommodate these to shape a broader view of the world **Math:** ● understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment. ● apply knowledge of symmetry to problem-solving

G2 - Written Curriculum #5		April 1 - May 17, 2023/2024
Learning will include the development of the following knowledge, concepts and skills		**Learning outcomes** **Students will be able to:**
Transdisciplinary theme **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. **Central Idea** Understanding the properties of magnetism and its practical applications. **Lines of inquiry** - The evidence of the existence of forces - What magnets can do and their uses - The relationship between magnetism and electricity **Key concepts** Function, causation **Related concepts** Force, energy **Learner Profile attributes** Knowledgeable, Inquirer **ATL** Research Measurement, experiment design Thinking Applying, analyzing	**Transdisciplinary strands** **Social Studies** Human and natural environments Resources and the environment **Skills** c. Orientate in relation to place and time e. Assess the accuracy, validity and possible bias of sources **Science** Living things Materials and matter Forces and energy **Skills** a. Observe carefully in order to gather data c. Use scientific vocabulary to explain their observations and experiences g. Interpret and evaluate data gathered in order to draw conclusions **Language Phase 2** Written language—reading Written language—writing **PSPE Phase 2** Active living **Math Phase 2** Number	**Social Studies:** ● explain people's responsibilities regarding the use of resources from the environment. ● use a variety of primary and secondary sources to investigate the ways that humans respond to the Earth's magnetic field **Science:** ● investigate the construction of magnets and identify the materials used ● critique the impact of magnets on the natural environment **Language:** ● make connections between personal experience and storybook characters ● participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions ● create illustrations to match their own written text **PSPE:** ● recognize the importance of regular exercise in the development of well-being ● explore different movements that can be linked to create sequences **Math:** ● the language of addition and subtraction ● select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies

G2 - Written Curriculum #3		December 4- February 9, 2023/2024
Learning will include the development of the following knowledge, concepts and skills		**Learning outcomes** **Students will be able to:**
Transdisciplinary theme **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 **Central idea** Human-made systems and natural systems impact living things and the environment. **Lines of inquiry** - How systems are organized - How human-made systems change the environment over time - How to balance the needs of living things **Key concepts** Causation, Connection, Change **Related concepts** Organization, transportation, pollution **Learner Profile attributes** Caring, Principled **ATL** Thinking Evaluation, design Social Interactions, empathy	**Transdisciplinary strands** **Social Studies** Human systems and economic activities Human and natural environments **Skills** c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society **Science** **Skills** c. Use scientific vocabulary to explain their observations and experiences d. Identify or generate a question or problem to be explored f. Make and test predictions g. Interpret and evaluate data gathered in order to draw conclusions **Language Phase 2** Visual language—viewing and presenting Written language—reading **PSPE Phase 2** Interactions **Math Phase 2** Data handling Measurement	**Social Studies:** ● explain the purpose of rules and responsibilities in nature ● construct visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships within an environment. **Science:** ● examine the impact of living things ● identify the use of man made systems in nature and the impact they have **Language:** ● observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes. ● select and reread favourite texts for enjoyment ● read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, technology iconography **PSPE:** ● value interacting, playing and learning with others ● discuss and set goals for group interactions **Math:** ● estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature ● collect and represent data in different types of graphs, for example, tally marks, bar graphs

G2 - Written Curriculum #4		February 12 - March 29, 2023/2024
Learning will include the development of the following knowledge, concepts and skills		**Learning outcomes** **Students will be able to:**
Transdisciplinary theme **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 **Central idea** Nature impacts our responsibilities in taking care of our environment. **Lines of inquiry** - The different places our food comes from - How plants sustain themselves and grow - Our responsibilities to take care of the environment **Key concepts** Causation, perspective, connection **Related concepts** Sustainability, ecology **Learner Profile attributes** Caring, Communicator **ATL** Social Cooperation, responsibility Research Formulate questions, observe	**Transdisciplinary strands** **Social Studies** Resources and the environment **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 d. Identify roles, rights and responsibilities in society **Science** Living things **Skills** a. Observe carefully in order to gather data d. Identify or generate a question or problem to be explored g. Interpret and evaluate data gathered in order to draw conclusions **Language Phase 2** Written language—writing **PSPE Phase 2** Interactions **Math Phase 2** Pattern and function	**Social Studies** ● explain why conflict arises and how we can solve it ● describe the relationships between different food chains **Science:** ● recognize the ways in which plants and animals have adapted over time ● assess the impact that changes in environmental conditions can have on living things **Language:** ● write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story ● create illustrations to match their own written text ● discriminate between types of code, for example, letters, numbers, symbols, words/ characters **PSPE:** ● share ideas clearly and confidently ● understand the impact of their actions on each other and the environment. **Math:** ● use number patterns to represent and understand real-life situations ● represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers