

G2		
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;">Who we are</h2> <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>Central idea Choices can impact well-being</p> <p>Key concepts Responsibility, causation, function</p> <p>Related concepts Choice, impact, role</p> <p>Learner Profiles Balanced, Risk-Takers</p> <p>ATL Skills Self-management, Social</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 c. Use scientific vocabulary to explain their observations and experiences</p> <p><u>Language Phase 3</u> Written language—writing Written language—reading</p> <p><u>PSPE Phase 2</u> Active Living.</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>Social Studies:</p> <ul style="list-style-type: none"> understand the different natural disasters and how to prepare for them recognize one's role in society to ensure safety <p>Science:</p> <ul style="list-style-type: none"> recognize that living things, including humans, have certain needs for energy and growth identify the major food groups and be aware of the role they play in human development. explore the importance of exercise in development recognize the function of medicine in maintaining health describe the relationship between the skeletal and muscular system <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

G2		
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>Central Idea Observing 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>Learner Profiles Thinkers, Reflective</p> <p>ATL Skills Thinking, Research</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>Science</u> Earth and Space</p> <p>Skills c. Use scientific vocabulary to explain their observations and experiences 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:</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>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 explore the evidence that helps people learn about places and their inhabitants. <p>Science:</p> <ul style="list-style-type: none"> investigate the origins of fossils and uses of the fossil record in dating explain the origins and uses of different rocks investigate how new soil is made examine the impact of human development in soil quality

G2		
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>Central idea People tell stories and relay ideas in different ways and for different reasons.</p> <p>Key concepts Perspective, Form</p> <p>Related concepts Interpretation, cultural</p> <p>Learner Profiles Open-Minded, Principled</p> <p>ATL Skills Social, Communication</p> <p>Lines of inquiry -How we express our understanding 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>Science</u> Forces and Energy Materials and Matter</p> <p>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 h. Consider scientific models and applications of this models (including their limitations)</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>Science:</p> <ul style="list-style-type: none"> recognize the different sources of light explore human senses with and without light compare the effects of light quality in human perspective <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>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

G2		
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>Central idea Understanding the properties of magnetism and its practical applications</p> <p>Key concepts Function, causation</p> <p>Related concepts Force, energy</p> <p>Learner Profiles Knowledgeable, Inquirer</p> <p>ATL Skills Research, Thinking</p> <p>Lines of inquiry -The evidence of the existence of forces -What magnets can do and their uses -The relationship between magnetism and electricity</p>	<p>Transdisciplinary strands</p> <p>Science 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>Language</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>Social Studies</p> <ul style="list-style-type: none"> investigate the development of mass communication through history demonstrate the effects of mass communication in society use different media to create public announcements <p>Science</p> <ul style="list-style-type: none"> investigate how magnetism affects objects examine how people use magnets in their everyday lives demonstrate the relationship between magnets and electricity apply their understanding of magnetism by creating semi permanent magnets reflect on the explanations from a range of sources as to why the Earth changes <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

G2		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<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>Central idea Human- made systems and natural systems impact living things and the environment</p> <p>Key concepts Causation (Function), Connection, Change</p> <p>Related concepts Organization, transportation, pollution</p> <p>Learner Profiles Caring, Principled</p> <p>ATL Skills Thinking and Social</p> <p>Lines of inquiry How systems are organized How plants organize their systems 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 a. Observe carefully in order to gather data c. Use scientific vocabulary to explain their observations and experiences h. Consider scientific models and applications of this 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>Science</p> <ul style="list-style-type: none"> analyze different organizational structures in nature and artificial environments draw connections between plant and human system organization examine impact of human systems on the environment <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 to explore the 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 recognize the different group roles and responsibilities plan and create a system of organization (for example, for his or her desk, classroom, school) understand the impact of their actions on each other and the environments

G2		
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;">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>Central idea How resources impact communities and their relationships with others.</p> <p>Key concepts Causation, perspective, connection</p> <p>Related concepts Sustainability, ecology</p> <p>Learner Profiles Communicator, Caring</p> <p>ATL Skills Social, Thinking</p> <p>Lines of inquiry How to peacefully solve a problem or conflict The different places our food comes from How to balance the needs of living things</p>	<p>Transdisciplinary strands</p> <p><u>Social Studies</u> Human systems and economic activities Resources and the environment</p> <p>Skills d. Identify roles, rights and responsibilities in society</p> <p><u>Science</u> Living things</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>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>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"> make links between different features of the environment and the specific needs of living things recognize the ways in which plants and animals have adapted over time explore how our food is produced assess the impact that changes in environmental conditions can have on living things <p>PSPE</p> <ul style="list-style-type: none"> analyse ways in which humans use the natural environment

Phase 2 Strands

Identity	Active living	Interactions
<p>Conceptual understandings 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 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 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 • solve problems and overcome 	<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 (gross and fine motor) in a variety of 	<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

<p>difficulties with a sense of optimism</p> <ul style="list-style-type: none"> • 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>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.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------