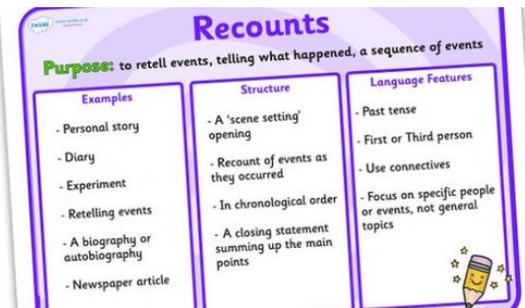


KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:	
3	Jen, Marc and Ronyii	21st - - 25th February	6	
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:	
Inquirers Thinkers Knowledgeable	Striving for Understanding	Form Causation Change	Communication Skills Thinking Skills Research Skills	
TD Theme:	Central Idea:	Lines of Inquiry:		
How the World Works	The Earth constantly changes due to natural forces which has an effect on human communities	<ul style="list-style-type: none"> ● Earth's Structure ● How natural forces change the earth ● Effects on human communities 	How the World Works	
Guiding Questions:		Teacher Questions:		
<ul style="list-style-type: none"> - What are the properties of each of the layers? (assessment) - What is different about the four layers? (assessment) - How do the tectonic plates make up the Earth's crust? - What causes convection currents in the Mantle? - How do convection currents affect the movement of the tectonic plates? 		<ul style="list-style-type: none"> ● What do you already know about the earth and its structure? ● What do you think is beneath the earth's surface? ● What do you notice about the layers beneath the earth's surface? differences and similarities? ● 		
UOI: How The World Works <i>(Science , Social studies PSPE. Drama)</i>	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key Vocab

	<p><i>Curriculum coverage</i></p> <p>Curriculum coverage Tuning in:</p> <p>Why does exploration take place and why is it important? (Causation) (Thinking: Evaluation) Thinking deeper into the many different reasons that exploration has taken place over time.</p> <p>Has the motive always remained the same?</p> <p><u>Form</u></p> <p>Students will gain an understanding of the properties of the different layers which form the Earth. (eg. state of matter, temperature and the elements)</p>	<p><i>Inquires/engagements</i></p> <p>Tuning in to our new unit - How The World Works</p> <p>Sharing prior knowledge and current understandings of 'How the World Works' What did they do in G2</p> <p>Central Idea - <i>The Earth constantly changes due to natural forces</i></p> <p>Assessing what the students on what they already know with the question:</p> <p><i>What's under our feet?</i> Students will need to draw in their books what is beneath they feet, adding any non-fiction features they are aware of e.g. labels, diagrams etc</p> <p>Students will be asked ...<i>How did the Earth start?</i> Students and CT will co construct a timeline of the evolution of the Earth.</p> <p>Unpack the central idea and key vocabulary for the new unit 'How the World Works' <i>The Earth constantly changes due to natural forces</i></p> <p>Provocation - Students will explore how the Earth is structured with several practical experiences and share current understandings of the different layers of the earth.</p>	<p><i>Student Expectations/assessments</i></p> <p>Students will share their prior knowledge and current understandings of what's beneath the earth's surface.</p> <p>Students will unpack the central idea and find definitions for any unfamiliar vocabulary.</p> <p>Trio of engagements to explore the layers of the Earth 30min rotations Students will take part in a trio of engagements to understand the layers of the Earth.</p> <p>Students will be able to describe and name the inner layers of the Earth. <i>Crust, Mantle</i> lithosphere, asthenosphere, mesosphere, <i>outer core & inner core.</i></p>	<p>earth structure layers natural effects forces movement Crust mantle lithosphere, asthenosphere, mesosphere outer core inner core</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
------------------------	----------------------	------------------------------	-----------

<p>Language Arts strands: (LA curriculum)</p>	<p>Writing a Recount or story inspired by your holiday.</p> <p>Personal Recounts</p> <p>The purpose of a recount is to inform, entertain, and/or evaluate.</p> <p>Recounts are not restricted to one specific writing genre. A recount can focus on a specific section of an event or retell the entire story.</p> <p>Publishing Writing Cycle</p> <ul style="list-style-type: none"> • Pre writing • Draft • Revise • Edit • Publish 	<p>As always after the break students will write a holiday recount or a story inspired by their holiday.</p> <p>Paying particular attention to basic grammar, language and sentence structures.</p> <p>Recapping key features of what should be included in a recount.</p>  <p>Monday session they will have time to plan and write their introduction.</p> <p>https://worksheetplace.com/mf_pdf/Recount-Writing-Planner.pdf</p> <p>Tuesdays they write the rest of their recount.(Books)</p> <p>EAL support:</p> <ul style="list-style-type: none"> • Key vocabulary • Review punctuation and past tense verbs • Guided reading(Non- fiction books) 	<p>Students will be able to plan and write a recount or story inspired by their recent holiday.</p> <p>Students will be able to include all the relevant features needed to write a recount.</p> <p>Students will be able to follow the writing cycle. Pre writing, draft, revise and edit.</p>	<p>Introduction paragraph first person past tense Time connectives powerful verbs Interesting details concluding paragraph</p>
<p>Planning for Reading</p>	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 	<p>Guided Reading - Wonder Reads</p> <p>Students will continue to work through the units in their classes.</p> <p>There will be a combination of reading and writing guided and interactive activities.</p> <p>Friday's remote reader will read with Ms Ronyii from 12 - 12:40 pm.</p> <p>In class students will continue with D.E.A.R and reading on Epic and Raz kids and contributing to the G3 What are we reading Padlet</p> <p>Reading on ..</p>	<p>Students can discuss elements of the story and talk about different features in a text.</p> <p>Students can closely read and reread both nonfiction and fiction text.</p> <p>Students can discuss what they have read with their peers.</p> <p>Students can look for text evidence in both fiction and nonfiction books.</p>	<p>fiction non-fiction</p> <p>make connections summarise predict inference Ask questions close read/re read Vocabulary Illustrations</p>

	<ul style="list-style-type: none"> • Read instructional texts with purpose and understanding. 	<ul style="list-style-type: none"> • Raz Kids • Epic • WordMania (Literacy Planet) <p>Vocabulary Acquisition - students focusing on reading for meaning and noticing any new or unfamiliar vocabulary as they read.</p> <p>Using tools such as a thesaurus and dictionary to extend and develop understanding of a text.</p> <p>Asking and answering questions about texts they are reading to build comprehension skills and understanding.</p> <p>Students will use a range of reading platforms (ORT, library books, Raz and Epic) to read for pleasure at an instructional level.</p> <p>Students will apply and use reading strategies when reading.</p>	<p>Students can be critical thinkers about what they read.</p> <p>Students can build on their existing vocabulary.</p> <p>Students can make connections and inferences from the texts and books they read.</p> <p>Students can use illustrations to help them understand the plot and how characters feel. When reading nonfiction maps, graphs can help them understand the information better.</p> <p>Students can think about how the text is organised. Does the author compare or contrast the information?</p> <p>Students can write abillout the texts they read.</p>	<p>structure fiction nonfiction</p>
<p>Other stand alone</p>	<p>PHSE <i>Students explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity.</i></p> <p><i>What connections can you make with what we are now working back in school</i></p> <p><i>Learners use their understanding of their own emotions to interact positively with others.</i></p>	<p><i>Reflect on the classroom agreement from the beginning of the year and review each of the factors, thinking about why they are important. Students will reflect on the changes that Covid has presented in school and remote learning .</i></p> <p><i>Caring and inclusive community: Revisit what inclusive means and what it can look like. Discuss that both inclusivity & exclusivity can look different to different people. Sharing strategies to work towards maintaining a caring and inclusive community.</i></p> <p><i>How can we show this now we are back in school?</i> Students will continue to reflect on roles and responsibilities within their own</p>	<p>Students will reflect on how their opinions and attitudes affect the way in which they act/ behave which has an impact on another.</p> <p>Use understanding of their own emotions to interact positively with others.</p> <p>Identify and apply different strategies which can be implemented when attempting to resolve conflict.</p>	<p>caring inclusive respect behaviour affects interactions</p>

		<p>groups/communities and reflect on why and how we work collaboratively.</p> <p>Kelso's choices</p> <ul style="list-style-type: none"> - What it means to be a team player and collaborate - Showing compassion and consideration to others - Developing a caring and inclusive community in class and the playground. - Developing listening skills during group work and sharing time. - What does it mean to be a good presenter and listener? - How can we use each other's ideas to help us? 		
<p>Math (<i>math curriculum</i>)</p>	<p>The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <ul style="list-style-type: none"> ● Learners use number patterns to make predictions and solve problems ● Understand the operations of addition, subtraction are related to each other and are used to process information to solve problems. ● Recognize and explain the connection between addition and subtraction ● Recall additional facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies. 	<p>Students will be introduced to Place value and the number system and how it works related to multiplication and division.</p> <p>Main focus will be learning about how we multiply and divide by 10/100/1000.</p> <p>Learning engagements will exploring:</p> <ul style="list-style-type: none"> ● When we multiply by 10, 100 and a 1000 we shift all the digits to the left. ● One place left for 10 ● two places left for 100 ● three places left for 1000. ● When we divide by 10, 100 and a 1000 we do the opposite and shift all the digits to the right instead. 	<p>Students will be able to describe and explain how we multiply and divide by 10, 100, 1000.</p> <p>Students can use base tens and place value graphic organisers to show multiplying and dividing by 10.</p> <p>Students can solve mathematical problems that involve multiply and dividing by 10/100/1000</p>	<p>Multiplication Division multiply divide 10s 100s 1000s</p>

Multiplying and Dividing by 10, 100 and 1000

10 000	1000	100	10	1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					•			

Multiplying

X 10 digits move LEFT 1 space
 X 100 digits move LEFT 2 spaces
 X 1000 digits move LEFT 3 spaces



Dividing

÷ 10 digits move RIGHT 1 space
 ÷ 100 digits move RIGHT 2 spaces
 ÷ 1000 digits move RIGHT 3 spaces



© 2012 www.greatmathsteachingideas.com