

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
1	Ashley, John Ronyii, Danny, Nong		Jan 6-10
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Principled, Caring & Balanced	Striving for Understanding Creating a caring community	Function, Causation & Responsibility	Research Thinking
TD Theme:	Central Idea:	Lines of Inquiry:	
Sharing the Planet	People's actions reflect awareness of community responsibility.	<ul style="list-style-type: none"> • Use of school resources • Needs in the community • Responsible action 	
Guiding Questions:		Teacher Questions:	
		What resources do we use at school and at home? What happens to the resources once we throw them away? What responsible actions can we take related to the use of resources?	
Events and Activities:			
	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
UOI:	<i>Curriculum coverage</i> Outline a plan for finding necessary information. Gather information from a variety of primary and secondary sources. Speak and express ideas clearly and logically in small and large groups. Listen actively and respectfully while others speak. Inquire in different contexts to gain different perspectives. S1B Ask questions to gain information Provide opportunities to use a variety of media to gather information and present findings.	<i>Inquires/engagements</i> Students will try to find out what happens to the following by asking the people in our school community: - food waste - paper and cardboard - plastic - other trash - things that go in the “red bins” Students create flow charts to show what happens to resources used by the school.	<i>Student Expectations/assessments</i> Students will be able to report their findings to the whole class. Students are able to apply understanding of flow charts (from inquiring into procedural texts) to create simple flow charts.

	Record observations by drawing, note taking, charting. KWL Investigation into resources	KWL - Collate student understandings at the outset of the unit onto class chart	Students can share their understandings and prior knowledge orally with the class.
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Language Arts strands: (LA curriculum)	<p>B. Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.</p> <p>Write to communicate a message to a particular audience</p> <p>B. Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.</p> <p>D. Form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community.</p> <p>Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.</p>	<p>Students participate in a range of tasks, then write the procedure for that task.</p> <p>Students create a small object out of Lego (10 pieces maximum) then write a procedure for a classmate to follow.</p> <p>Mini whiteboard barrier game. Students draw on the whiteboard and then give their partner instructions to create the same drawing on their own whiteboard.</p> <p>Feedback from teachers during and after writing provided on the following areas: Capital letters/Full Stops/ Finger Spaces/ Complete sentences</p> <p>Practice forming letters correctly in the sand.</p> <p>EAL Pull-Out: Decoding strategies, reading comprehension, expressing ideas verbally, transferring ideas into writing, Practice self-checking for capital letters/full stops/ finger spaces</p>	<p>Students independently include these features in their procedure: illustrations, numbered written steps, What You Need section, action verbs, title.</p> <p>Peer is able to follow the procedure to create the same item.</p> <p>Oral instructions are clear enough for the peer to create a similar drawing. Peer feedback based on comparing whiteboards.</p> <p>Students can incorporate feedback into independent writing.</p>
Planning for Reading	<p>R1 The sounds of spoken language can be represented visually.</p> <p>R3 People use strategies to help them read.</p> <p>R3 People use strategies to help them read.</p>	<p>Introduce decoding strategies Eagle Eye/Lips the Fish/Stretchy Snake/Chunky Monkey/Flippy Dolphin/Skippy Frog/Trying Lion (Beginning & end sounds, short vowels, long vowels, dlagraphs, blends)</p> <p>Guided Reading - students read in small groups and respond to texts by answering questions</p>	<p>Students can explain the decoding strategies and can apply them when reading aloud (when necessary..)</p> <p>Students respond in writing, drawing and orally to set texts.</p>

	Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.	Read to self - Books/Raz kids Listen to Read - Chrome books Daily read aloud/Global Book Read - see below.	
Math <i>(math curriculum)</i>	<p>N1-Develop confidence with number sequences to and from 100 (and beyond) by ones from any starting point.</p> <p>Skip count by twos, fives and tens starting from zero</p> <p>Recognise model, read, write and order numbers to at least 100. Locate these numbers on a number line</p> <p>Recognize even, odd numbers</p> <p>Measurement</p> <p>We use tools to measure the attributes of objects and events</p>	<p>Students work with a partner to count forwards and backwards from any starting point. Use hundreds chart for support and for peer assessment.</p> <p>Students are given one piece of a number chart jigsaw puzzle, place it on a mini whiteboard and add the rest of the numbers to 100, or at least the numbers around the puzzle piece.</p> <p>Number bonds - making 10/20/100 Numbicon/base tens Build, draw, write in words, write in numbers (Graphic organiser/whiteboards) number bonds graphic organiser</p> <p>Counting 2s/5s/10s finding patterns</p> <p>Ordering numbers - missing 100 chart pieces/jig - saw</p> <p>Students will explore how time is utilised to organise our daily lives.</p>	<p>Students add their name to a "I can count forwards and backwards" once they have been peer and teacher assessed with 4 accurate answers in a row. (From any starting point.)</p> <p>Able to demonstrate improving number sense by automatic recall of number bonds.</p> <p>Show numbers 0-20 in different ways</p> <p>Can skip count fluently by 2s, 5s and 10s.</p> <p>Students will use time to identify transitional times throughout the school day. students will utilise specific units of time to moderate their time-management skills.</p>
Other stand alone			