

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	Central Idea:	Week:
1	Lisa, Ashley, Helen	Environments are designed for purpose and have specific features	Week 11: March 28, 2022
Focus LP:	Focus QLB	Key Concepts & Related concepts:	
	Striving for understanding	Form Function Connection	
TD Theme:	Lines of Inquiry:		ATLs/Skills:
Where we are in place and time	<ul style="list-style-type: none"> An inquiry into the local environment An inquiry into the uses of the local environment An inquiry into why local environments look different 		
Guiding Questions:			
<ul style="list-style-type: none"> What do you know about environments? What do you think the word environments means? What different environments are there? What are the different things within environments? What is the function of the different things? What is the function of the environment? 			
Events and Activities:			
Common/shared language/vocabulary:			
	Learning Outcomes Curriculum coverage	Learning engagements/inquiries Inquires/engagements driven by teacher questions.	Success criteria/Assessments Student Expectations/assessments
Reading	<p>KID1. Ask and answer questions about key details in a text.</p> <p>CS4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CS6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>F4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students will focus on recalling the beginning, middle and end of a story with some detail.</p> <p>Students will attempt to sound out new words in their reading using their phonics knowledge.</p>	<p>Students can provide a clear outline of the story with information of the character and location.</p>
Writing	<p>TTP2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>PDW1. With guidance and support from adults, focus on a topic, respond to</p>	<p>Students will begin to write a set of instructions. By making a jam sandwich and planting a seed they will identify the steps required.</p>	<p>Students can follow another student's instructions to make a sandwich or plant a seed.</p>

	<p>questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>PDW2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>RBPK1 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>RBPK2 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		
Maths	<p>SS3-Interpret maps of familiar locations and identify the relative positions of key features</p> <p>Interpret and use simple directions describing paths, regions, positions and boundaries of their immediate environment</p> <p>Give and follow simple directions, describing paths, regions and boundaries of their immediate environment and their position- left, right, forward and backward</p> <p>SS4-Identify and describe half and quarter turns</p> <p>Recognize-clockwise and anti-clockwise turns</p>	<p>Students will locate and describe their position and location in the local environment.</p> <p>Students will give directions to others using positional language.</p> <p>Students will begin to use and recognise half, quarter and whole turns.</p> <p>Students will tell stories using maps.</p>	<p>I can describe my location.</p> <p>I can describe my position.</p> <p>I can give instructions with direction and position.</p> <p>i can create a map and key.</p> <p>i can make turns and describe them.</p>
UOI 5 Exploring Environments	<p>Finding Out</p> <p>Key Concept: Form & Function</p> <p>Environments are designed for purpose and have specific features</p> <p>What is the environment like?</p> <p>Monday</p>	<p>- Students identify the specific elements of the Grade 1 environment. They choose one</p>	<p>I can identify different elements of an environment and explain their purpose.</p>

	<p>What does the environment do? Tuesday</p>	<p>element and explain its specific function.</p> <p>- Students think about the Grade 1 environment and record their perspective of the purpose of the environment.</p>	<p>I can give my perspective of the purpose of an environment.</p>
	<p>What is the environment like? Wednesday</p>	<p>- Students identify the specific elements of the KIS School environment. They choose one element and explain its specific function.</p>	<p>I can identify different elements of an environment and explain their purpose.</p>
	<p>What does the environment do? Thursday</p>	<p>- Students think about the KIS School environment and record their perspective of the purpose of the environment.</p>	<p>I can give my perspective of the purpose of an environment.</p>
	<p>What do we know so far? Friday</p>	<p>- Students reflect on what they now know about environments?</p>	<p>I can reflect on my learning.</p>