

## KIS International School Weekly Planning Documentation

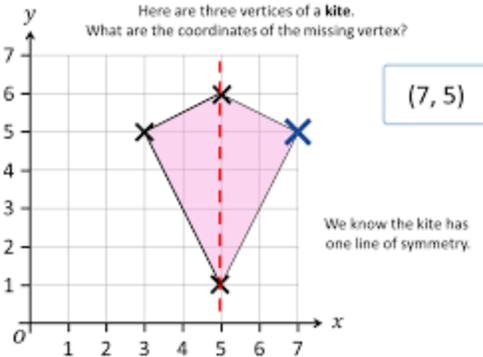
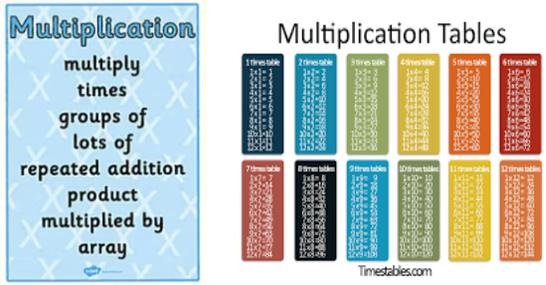
<b>Grade:</b>	<b>Teachers and collaborators:</b>	<b>From-To:</b>	<b>Week:</b>	
3	Jen, Marc and Ronyii	17th - 21st January	2	
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>	
Inquirer Open minded Risk Taker	Striving for understanding Sharing passions	Causation, Perspective, <i>Change</i>	Communication Skills: Viewing & Presenting Thinking: Analysis and Evaluation	
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>		
Who we are in place and time	Exploration leads to new discoveries, opportunities and understanding	<ul style="list-style-type: none"> <li>● Exploration of our World</li> <li>● How exploration leads to change</li> <li>● Perspective on exploration</li> </ul>		
<b>Guiding Questions:</b>		<b>Teacher Questions:</b>		
<ul style="list-style-type: none"> <li>- How our world has been discovered throughout history?</li> <li>- What change has happened as a result of exploration?</li> <li>- How exploration has changed over time?</li> <li>- How exploration impacts and has affected people? (both positive and negative)</li> <li>- Do we ever stop exploring?</li> </ul>		<ul style="list-style-type: none"> <li>● Why does exploration take place and why is it important?</li> <li>● What is the impact of exploration?</li> <li>● What do we already know about exploration?</li> <li>● When have you been an explorer in the past?</li> </ul>		
UOI:4 Exploration (Science, Social studies, PSPE, Drama)	<b>Learning Outcomes/ATLs</b>	<b>Learning engagements</b>	<b>Success criteria/Assessments</b>	<b>Key vocab</b>

	<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><b>Exploration</b></p> <p>Students will continue to focus on exploring their understanding of exploration. The main focus this week will be looking at diff explorers across the 7 continents.</p> <p>Students will need to research and complete a fact profile about different explorers from different continents.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What do you know about exploration?</li> <li>• What explorers do you already know of?</li> <li>• Which explorers would you like to find out about?</li> <li>• Can you find one for all 7 continents?</li> </ul> <p><b>Fact File Questions</b> Who is your explorer? What did they do/discover? Which continent did they explore?</p> <p>Students will have opportunities to share their different explorers. Hopefully students will get excited about a particular explorer they would like to research further next week.</p>	<p>Students will reflect on their current understanding of what exploration is.</p> <p>Students will identify different realms within which we can explore and the reason or motivation for exploration.</p> <p>Students can talk about different explorers that have explored the 7 continents.</p> <p>Students can complete a short Profile of their explorers.</p> <p>Students can find a range of reliable sources when fact finding about their explorer.</p>	<p>Explore Discover Observe Travel Change Affect Place &amp; Time (History &amp; Geography Profile Continents</p>
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Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
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<p>Language Arts strand s: (LA curriculum)</p>	<p><b>Summarising &amp; Note skills:</b></p> <ul style="list-style-type: none"> <li>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> <li>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li><i>Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.</i></li> <li><i>Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.</i></li> </ul> <p><b>Cross referencing</b></p> <ul style="list-style-type: none"> <li>Choosing reliable resources on the internet</li> </ul> <p><b>Publishing Writing Cycle</b></p> <ul style="list-style-type: none"> <li>Pre writing</li> <li>Draft</li> <li>Revise</li> <li>Edit</li> <li>Publish</li> </ul>	<p><b>language</b></p> <p><b>Language and UOI</b> will be closely linked throughout this unit as students continue to focus on exploring their understanding of exploration.</p> <p>The main focus this week, students will be researching explorers from different continents and completing mini fact files on their explorers.</p> <p>Students will be working on the following skills</p> <ul style="list-style-type: none"> <li>Researching</li> <li>note taking</li> <li>summarising</li> <li>publishing their work</li> <li>cross referencing</li> <li>finding reliable sources</li> </ul> <p>EAL support:</p> <ul style="list-style-type: none"> <li>Review WH questions</li> <li>Review Past tense verbs</li> <li>Guided reading</li> </ul>	<p>Students will be able to find and discuss explorers from different continents.</p> <p>Students will be able to use a range of reliable resources to fact check their findings.</p> <p>Students will practice skills in note taking and summarizing when researching their explorers.</p>	<p>Researching note taking summarising publishing work cross referencing finding reliable sources continents Asia, Africa, North America, South America, Antarctica, Europe Australia. who? what? why? which? where? how?</p>
<p>Planning for Reading</p>	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of a</li> </ul>	<p>Reading assessments 1-1 teacher DRA In reading students will have opportunities to get back into the groove of reading in school by DEAR ...and the love of reading for pleasure and add</p>	<p>Students can discuss elements of the story and talk about different features in a text.</p>	<p>fiction non-fiction</p>

	<p>text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>Read instructional texts with purpose and understanding.</li> </ul>	<p>their books they have read over the holidays onto the G3 reading padlet <a href="#">What are G3 students reading?</a></p> <p>Students will be rearranged into across grade reading Groups once all assessments have been completed.</p> <p><b>Reading on ..</b></p> <ul style="list-style-type: none"> <li>Raz Kids</li> <li>Epic</li> <li>Weekly Wednesday Podcasts Grandpa’s Globe and the Two Princes.</li> </ul> <p>Vocabulary Acquisition - students focusing on reading for meaning and noticing any new or unfamiliar vocabulary as they read. 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 compare and contrast different texts.</p> <p>Students can use clues in the text as well as their prior knowledge to make inferences.</p> <p>Students will use a range of strategies to decipher new and unknown words.</p> <p>Students can use inference skills.</p>	<p>make connections</p> <p>summarise</p> <p>predict</p> <p>inference</p>
Other stand alone	<p><b>PHSE</b> <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>Reflect on the classroom agreement from the beginning of the year and review each of the factors, thinking about why they are important.</i></p> <p><i>Caring and inclusive community: Revisit what inclusive means and what it can look like. Discuss that both inclusivity &amp; exclusivity can look</i></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>caring</p> <p>inclusive</p> <p>respect</p> <p>behaviour</p> <p>affects</p> <p>interactions</p>

	<p>Learners use their understanding of their own emotions to interact positively with others.</p>	<p>different to different people. Sharing strategies to work towards maintaining a caring and inclusive community.</p> <p>How can we show this now we are back in school?</p>	<p>Identify and apply different strategies which can be implemented when attempting to resolve conflict.</p>	
<p>Math (math curriculum)</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"> <li>Learners use number patterns to make predictions and solve problems</li> <li>Understand the operations of addition, subtraction are related to each other and are used to process information to solve problems.</li> <li>Recognize and explain the connection between addition and subtraction</li> <li>Recall additional facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies.</li> </ul>	<p>Main focus Introduced to co-ordinates <a href="#">Intro co-ordinates</a></p>  <p>Students will continue completing the <b>Daily Mental Maths</b> where we will explore concepts we have explored so far.</p> <p>Continuing with building individual <b>multiplication and dividing individual fluency.</b></p> 	<p>Students will be able to use the terminology of axis, coordinates, and plotting when working with co-ordinates.</p> <p>Students will be able to plot and make simple shapes using co-ordinates.</p> <p>Students will continue to engage with a range of vocabulary connected to addition and multiplication.</p> <p>Students will explain and describe the connections and patterns they see between addition and multiplication.</p> <p>Students will be able to solve and prove multiplication word problems investigations with arrays and repeated addition.</p> <p>Students will continue to work on their IXL Snapshot recommendations.</p> <p>Students can multiply 2 digits by 1 digit.</p>	<p>co ordinates e.g. (3,5) axis L-R = X Up down - Y</p> <p>Array columns rows horizontal vertical equal groups add more plus make sum total altogether Groups of Multiplication times repeated addition multiply lots of skip counting</p>