

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:	
3	Jen, Marc and Ronyii	24th - 28th January	3	
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:	
Inquirer Open minded Risk Taker	Striving for understanding Sharing passions	Causation, Perspective, <i>Change</i>	Communication Skills: Viewing & Presenting Thinking: Analysis and Evaluation	
TD Theme:	Central Idea:	Lines of Inquiry:		
Who we are in place and time	Exploration leads to new discoveries, opportunities and understanding	<ul style="list-style-type: none"> ● Exploration of our World ● How exploration leads to change ● Perspective on exploration 		
Guiding Questions:		Teacher Questions:		
<ul style="list-style-type: none"> - How our world has been discovered throughout history? - What change has happened as a result of exploration? - How exploration has changed over time? - How exploration impacts and has affected people? (both positive and negative) - Do we ever stop exploring? 		<ul style="list-style-type: none"> ● Why does exploration take place and why is it important? ● What is the impact of exploration? ● What do we already know about exploration? ● When have you been an explorer in the past? 		
UOI:4 Exploration (Science, Social studies, PSPE, Drama)	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>Explorer Research</p> <p>On Friday G3 students were given the time to explore possible explorers and areas that they are passionate about.</p> <p>The students task this week is to decide on an inspiring explorer. Students will need to research in depth one explorer. So they can take on the character of the explorer and give an entertaining presentation to their classmates on Friday.</p> <p>Will be sharing a template to help them research and gather information.</p> <p>Some of the areas that will need to be covered for their explorer.</p> <ul style="list-style-type: none"> ● Who is your explorer? ● Why did you choose them? ● How were they inspired ● What did they discover? ● Timeline of their life? <p>A Grade 3 document showing what each student's explorer is will be shared so some students can buddy up and research together whether they are working remotely or at school.</p> <p>We will be encouraging children to diversify their research so we have a wide range of explorers like male, female, young, old, different races, different countries and old and modern day explorers for example.</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 a range of explorers that have explored lots of different areas e.g. land, sea, air, space, medicine etc.</p> <p>Students can research in depth one explorer. Students can take on the character using personal pronouns e.g. I, it, we, my team etc</p> <p>Students can find a range of reliable sources when fact finding about their explorer.</p> <p>Students can give a 3 minute presentation.</p>	<p>Explore Discover Observe Travel Change Affect Place & Time (History & Geography Profile Continents Explorer</p>
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		There will be a mixture of Must dos and Can dos! Students will have opportunities to share their different explorers on Friday in a 3 minute presentation.		
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
Language Arts strand s: (LA curriculum)	<p>Summarising & Note skills:</p> <ul style="list-style-type: none"> 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. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <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> <i>Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.</i> <p>Cross referencing</p> <ul style="list-style-type: none"> Choosing reliable resources on the internet <p>Publishing Writing Cycle</p> <ul style="list-style-type: none"> Pre writing 	<p>Language and UOI 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 one explorer they are inspired by and want to find out more.</p> <p>Students will be continuing to work on the following skills</p> <ul style="list-style-type: none"> Researching note taking summarising presenting their work cross referencing finding reliable sources and examples <p>Students will have to think of what presentational skills they will need to use to...</p> <ul style="list-style-type: none"> become their chosen explorer Use personal pronouns Voice intonation clear and focused Include relevant facts and details No longer than 3 minutes Entertaining for their audience Give meaningful feedback and advice 	<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>Students will be able to give a 3 minute presentation.</p> <p>Students can use personal pronouns and take on their explorers character.</p> <p>Students can research and include relevant facts & details.</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>

	<ul style="list-style-type: none"> • Draft • Revise • Edit • Publish 	<p>EAL support:</p> <ul style="list-style-type: none"> • Review WH questions • Review Past tense verbs • Guided reading 		
Planning for Reading	<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. • Read instructional texts with purpose and understanding. 	<p>Reading assessments 1-1 teacher DRA</p> <p>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 their books they have read over the holidays onto the G3 reading padlet What are G3 students reading?</p> <p>Students will be rearranged into across grade reading Groups once all assessments have been completed.</p> <p>Reading on ..</p> <ul style="list-style-type: none"> • Raz Kids • Epic • Weekly Wednesday Podcasts Grandpa’s Globe and the Two Princes. <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 can discuss elements of the story and talk about different features in a text.</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>Students are aware of non-fiction features.</p>	<p>fiction non-fiction</p> <p>make connections summarise predict inference</p>

		Students will apply and use reading strategies when reading.		
Other stand alone	<p>PHSE Students explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity.</p> <p>What connections can you make with what we are now working back in school</p> <p>Learners use their understanding of their own emotions to interact positively with others.</p>	<p>Reflect on the classroom agreement from the beginning of the year and review each of the factors, thinking about why they are important.</p> <p>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.</p> <p>How can we show this now we are back in school?</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>
Math (math curriculum)	<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>This week students will be Introduced to division</p> <p>The first session will be finding out what students already know.</p> <p>Questions examples How would you solve this sum using division? What do you already know about division? What strategies are you already familiar with using division?</p> <p>Students will have opportunities to practice division with sharing groups, manipulatives and repeated subtraction.</p> <p>Students will continue completing the Daily Mental Maths where we will explore concepts we have explored so far.</p> <p>Continuing with building individual multiplication and dividing individual fluency.</p>	<p>Students will be able to see and talk about the relationships between multiplication and division.</p> <p>Students will be able to share and divide manipulatives into groups.</p> <p>Students are able to solve multiplication problems and the inverse.</p>	<p>Multiplication Inverse division divide share groups share equally divisible by repeated subtraction</p>

Multiplication
multiply times groups of lots of repeated addition product multiplied by array

Multiplication Tables

11mestables.com

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