



K1 Transdisciplinary Overview 2020-2021

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	Who We Are	How We Organize Ourselves	How We Express Ourselves	Sharing the Planet	Where We Are In Place and Time
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities ; what it means to be human.	An inquiry into the interconnectedness of human-made systems and communities ; the structure and function of organizations ; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity ; our appreciation of the aesthetic.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	An inquiry into orientation in place and time; personal histories ; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives
Unit Title	We Are All Unique	Transport Systems	Homes and Families	Survival	Past, Present and Future Me
Central Idea	Lifelong learners explore their identity in relationships with others and their environment	Transport systems connect us with places and people	Our homes bring out the connections between us	Living things depend on their environment in order to survive	When we reflect we learn something new about ourselves, others and the environment
Lines of Inquiry & Key Concepts	1. What makes us unique (Form) 2. How we take care of ourselves, others and our environment (Responsibilities) 3. Our rights and responsibilities at school (Change)	1. Types of transportation we use (Form) 2. Reasons for using different types of transport (Perspective) 3. How transport connects communities (Connection)	1. Different types of homes (Form) 2. How are our homes similar and different (Connection) 3. Our roles and our family members roles at home (Responsibility)	1. Characteristics of living things (Function) 2. What does the environment provide (Causation) 3. What do living things need (Connection)	1. Our personal journey from birth to present (Change) 2. Ways of documenting personal history (Causation) 3. The way our knowledge and skills grow (Perspective)
Strands and Related Concepts	Living Things: Biology Identity: Diversity Active Living: Body form, Spatial awareness Other: Balance, Consequence, Behaviour, Interaction, Relationships, Role, Rights, Values	Resources and the Environment: Systems, Network, Sustainability Human and Natural Environments: Geography, landscapes Others: Opinion	Living Things: Adaptation Social Organization and Culture: Diversity, Family, Identity, Traditions Other: Creativity, Sequence, Place, Character	Living Things: Animals, Classification, Habitat, Interdependence Human and Natural Environments: Geography, Impact, Landscape Resources and the Environment: Consumption	Continuity and Change Through Time: Chronology, History Living Things: Growth Human Systems and Economic Activities: Production, Relationships Social Organization and Culture: Artifacts, Family
ATLs (Approaches to Learning)	Self-management: Spatial awareness, Codes of behaviour, Safety Social: Accepting responsibility, Respecting others, Resolving conflict Communication: Listening, Speaking	Thinking: Acquisition of knowledge Social: Supporting others, Cooperating Communication: Reading, Nonverbal communication, Writing Research Skills: Formulating and Planning	Self-management: Gross motor skills, Fine motor skills, Spatial awareness Social Skills: Respecting others Communication: Reading, Presenting, Listening, Writing (mark-making)	Research Skills: Observing, Collecting and Recording data, Presenting research Self-management: Gross and fine motor skills, Spatial awareness, Organisation Communication: Writing	Research Skills: Observing, Collecting and Recording data, Presenting Research Thinking: Evaluation, Metacognition Self-management: Organisation Communication: Viewing
Learner Profile Attributes (Sub)	Risk-taker, Principled, Balanced, Caring (<i>Confidence, Cooperation</i>)	Balanced, Inquirers (<i>Cooperation, Commitment, Curiosity</i>)	Communicators, Open-minded, Reflective (<i>Respect, Curiosity, Appreciation</i>)	Caring, Knowledgeable, Principled (<i>Respect, Empathy, Integrity</i>)	Balanced, Open-minded, Thinkers (<i>Empathy, Curiosity, Respect</i>)



K2 Transdisciplinary Overview 2020-2021

	Who We Are	How the World Works	How We Express Ourselves	Sharing the Planet	Where We Are In Place and Time
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities ; what it means to be human.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies ; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity ; our appreciation of the aesthetic.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	An inquiry into orientation in place and time; personal histories ; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives
Unit Title	Who Am I?	Materials and Their Many Uses	I Express Myself	Living Things	Tick Tock Time
Central Idea	Through play we can develop relationships	Materials are open ended resources that we can use	We can explore explore and understand the world through expression	We connect with our natural environment through our curiosities and responsibilities.	Ways we can value and use our time wisely
Lines of Inquiry & Key Concepts	1. Exploring ways that we can play together through imagination and collaboration (Form) 2. How play influences our learning (Perspective) 3. Inquire into our responsibilities as a member of our class (Reflection)	1. We can identify and use range of materials for different purposes (Form) 2. Ways we can utilise and manipulate materials (Change) 3. (Connection)	1. Inquiring into ways we can express ourselves through movement (Form) 2. Exploring the arts and expression through music (Connection) 3. Exploring the arts through mark making (Perspective)	1. Exploring the cycles of living things (Function) 2. How our choices have an impact on the environment and living things (Causation) 3. Our responsibilities towards living things and the environment (Responsibility)	1. How time organises our life (Function) 2. Time leads (Connection) 3. Ways we can track of time (Perspective)
Strands and Related Concepts	Living Things: Biology Identity: Diversity Active Living: Body form, Spatial awareness Other: Balance, Consequence, Behaviour, Interaction, Relationships, Role, Rights, Values	Materials and Matter: Properties and uses of materials, Changes of state, Chemical and physical changes, Sustainability Earth and Space: Resources Other: Technology	Living Things: Adaptation Social Organization and Culture: Diversity, Family, Identity, Traditions Other: Creativity, Sequence, Place, Character	Living Things: Animals, Classification, Habitat, Interdependence Human and Natural Environments: Geography, Impact, Landscape Resources and the Environment: Consumption	Continuity and Change Through Time: Chronology, History Living Things: Growth Human Systems and Economic Activities: Production, Relationships Other: Sequence
ATLs (Approaches to Learning)	Self-management: Spatial awareness, Codes of behaviour, Safety Social: Accepting responsibility, Respecting others, Resolving conflict Communication: Listening, Speaking	Thinking: Application, Analysis, Considering new perspectives Research: Creating, Ethical use Communication: Speaking	Self-management: Gross motor skills, Fine motor skills, Spatial awareness Social Skills: Respecting others Communication: Reading, Presenting, Listening, Writing (mark-making)	Research Skills: Observing, Collecting and Recording data, Presenting research Self-management: Gross and fine motor skills, Spatial awareness, Organisation Communication: Writing	Research Skills: Observing, Collecting and Recording data, Presenting Research Thinking: Evaluation, Metacognition Self-management: Organisation Communication: Viewing, Presenting, Listening
Learner Profile Attributes (Sub)	Reflective, Caring, Communicators <i>(Respect, Tolerance, Independence Integrity)</i>	Inquirers, Thinkers <i>(Commitment, Curiosity)</i>	Communicators, Open-minded, Reflective <i>(Respect, Curiosity, Appreciation)</i>	Caring, Knowledgeable, Principled <i>(Respect, Empathy, Integrity)</i>	Balanced, Open-minded, Thinkers <i>(Curiosity, Appreciation)</i>



K3 Transdisciplinary Overview 2020-2021

	Who We Are	How We Organize Ourselves	How We Express Ourselves	Sharing the Planet	Where We Are In Place and Time	How the World Works
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities ; what it means to be human.	An inquiry into the interconnectedness of human-made systems and communities ; the structure and function of organizations ; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity ; our appreciation of the aesthetic.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	An inquiry into orientation in place and time; personal histories ; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies ; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment .
Unit Title	There is no 'I' in 'Team'	I am Responsible	Celebrations Around the World	Farm to Table	My Family History	See the Light
Central Idea	Collaborating with others to be team will help me understand myself as an individual	Taking ownership of our own learning	Understanding celebrations promotes shared experiences with others	Ways we can adopt a more sustainable way of growing food	Discovering our family history enables us to discover our cultural origins and develop historical awareness.	Light comes from different sources and can be used in many creative ways.
Lines of Inquiry & Key Concepts	1. Who we are as a class (Form) 2. Our potential when we are collaborative (Responsibilities) 3. Ways we can strengthen our relationships with the school community (Perspective)	1. Essential agreements contribute to our shared well being (Function) 2. How we can organise our learning space (Perspective) 3. How we can be responsible of our own learning time (Responsibility)	1. Why do we have celebrations? (Form) 2. Exploring the unique features of celebrations (Connection) 3. (Perspective)	1. Why we need food (Causation) 2. How food grows (Change) 3. Ways we can live sustainably (Responsibility)	1. Our personal journey from birth to present (Change) 2. Ways of documenting personal history (Causation) 3. The way our knowledge and skills grow (Perspective)	1. The many sources of light (Form) 2. How light impacts the environment (Causation) 3. Creative ways we can use light (Function)
Strands and Related Concepts	Living Things: Biology Identity: Diversity Active Living: Body form, Spatial awareness Other: Balance, Consequence, Behaviour, Interaction, Relationships, Role, Rights, Values	Others: Opinion, Behaviour, Balance, Consequence, Interaction, Role, Rights, Values	Living Things: Adaptation Social Organization and Culture: Diversity, Family, Identity, Traditions Other: Creativity, Sequence, Place, Character	Living Things: Classification, Habitat, Interdependence Human and Natural Environments: Geography, Impact, Landscape Resources and the Environment: Consumption	Continuity and Change Through Time: Chronology, History Living Things: Growth Human Systems and Economic Activities: Production, Relationships Social Organization and Culture: Artifacts, Family	Materials and Matter: Properties and uses of materials, Changes of state, Chemical and physical changes, Sustainability Earth and Space: Resources Other: Technology
ATLs (Approaches to Learning)	Self-management: Spatial awareness, Codes of behaviour, Safety Social: Accepting responsibility, Respecting others, Resolving conflict Communication: Listening, Speaking	Thinking: Acquisition of knowledge Social: Supporting others, Cooperating Communication: Reading, Nonverbal communication, Writing Research Skills: Formulating and Planning	Thinking: Considering new perspectives, Social Skills: Respecting others Communication: Reading, Presenting, Listening, Writing (mark-making), Interpreting	Research Skills: Observing, Collecting and Recording data, Presenting research Self-management: Gross and fine motor skills, Spatial awareness, Organisation Communication: Writing	Research Skills: Observing, Collecting and Recording data, Presenting Research Thinking: Evaluation, Metacognition Self-management: Organisation Communication: Viewing	Thinking: Application, Analysis, Synthesis Research: Organizing, Interpreting data, Planning and presenting research findings Communication: Speaking
Learner Profile Attributes (Sub)	Risk-taker, Principled, Balanced, Caring (Confidence, Cooperation)	Balanced, Inquirers (Cooperation, Commitment, Curiosity)	Communicators, Open-minded, Reflective (Respect, Curiosity, Appreciation)	Caring, Knowledgeable, Principled (Respect, Empathy, Integrity)	Balanced, Open-minded, Thinkers (Curiosity, Respect)	Inquirers, Thinkers (Commitment, Curiosity)