











Kindergarten (Rotation 1)

Age: 4 - 5 years old

	WHO WE ARE	HOW WE ORGANISE OURSELVES	SHARING THE PLANET	HOW WE EXPRESS OURSELVES
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 rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	An inquiry into the way 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.
Central Idea	Through our senses we learn to understand ourselves and the world around us	In a community people work together to ensure our safety	Invertebrate and human societies interact	Celebrations and traditions shape the culture of a community
An inquiry into:	<ul style="list-style-type: none"> • Our senses • Using our senses to observe and help us understand the world • Communicating opinions, we form based on what we sense 	<ul style="list-style-type: none"> • The people who keep us safe in our community • How community helpers work together to serve our community • How we prepare for and make choices to keep ourselves and others safe 	<ul style="list-style-type: none"> • Similarities and features of invertebrates • The roles invertebrates play in their habitats • How invertebrate and human societies interact 	<ul style="list-style-type: none"> • Stories and events that lead to a celebration • Connections between celebrations around the world • The use of art and artefacts to share and preserve traditions • How and why individuals, communities and cultures celebrate
Key Concepts	Function, Form, Perspective	Function, Responsibility, Connection	Form, Causation, Connection	Function, Perspective, Connection
Related Concepts	Senses, Biology, Observation, Identity	Community, Safety, Action,	Classification, Habitat, Biodiversity, Interaction	Celebrations, Culture, Tradition, Symbols, Expression
Unit Description	<i>In this unit of inquiry, learners gain an understanding of observation as an important scientific skill for obtaining information, constructing meaning, and gaining knowledge about the world. Sensory stimulation derived from interacting with their environment allows children to learn with all their senses. Learners will use their senses to develop identity and opinions and confidently communicate these to others while being open-minded to the differences of others</i>	<i>In this unit of inquiry, learners gain an understanding of the importance of safety. Learners become familiar with the people, equipment, rules, and regulations associated with safety within our homes, schools, and communities. They deepen their understanding of how the choices we make have a direct impact on our own and others' safety.</i>	<i>In this unit of inquiry, learners gain an understanding of observation as an important scientific skill for obtaining information, constructing meaning, and gaining knowledge about the world. Classifying invertebrates help learners develop an understanding of the features of invertebrates. Observing and noting the roles invertebrate species have within their habitat helps children to understand and learn more about connections in nature, thereby supporting them to become caring and empathetic stewards of the environment.</i>	<i>In this unit, learners explore the history, traditions and symbols from celebrations that help define cultures, communities, and their own families. Learners will investigate why and how people celebrate and develop thinking skills when establishing connections between celebrations around the world. Learners will apply their understandings and skills to create a class celebration.</i>
SDG Connections		 	 	
Dates	Aug - Nov	Dec - Mar	Apr - Jun	Year Long

Kindergarten (Rotation 2)

Ages: 4-5 years old

Transdisciplinary Theme	WHO WE ARE 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.	HOW WE EXPRESS OURSELVES An inquiry into the way 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.	HOW THE WORLD WORKS 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 the environment.	HOW WE ORGANISE OURSELVES 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.
Central Idea	Through play and exploration, we connect with others and learn about ourselves	We can express ourselves through making music and responding to music	All living things go through a cycle of change	Transportation systems move people from one place to another
An inquiry into:	<ul style="list-style-type: none"> Learning about ourselves through play and exploration Our personal choices Ways we can use our imagination during play to connect with friends 	<ul style="list-style-type: none"> Ways people respond to respond to music How people express themselves through music around the world How different instruments make musical sound 	<ul style="list-style-type: none"> Cycles we discover in our local environments Changes we observe in the forest all year How humans impact nature Sharing our view of the forest through the arts 	<ul style="list-style-type: none"> How and why different modes of transport are used How transportation has changed over time How transport vehicles help humans and impact the environment
Key Concepts	Function, Connection, Responsibility, Causation	Form, Connection, Function	Change, Causation, Responsibility	Form, Function, Change
Related Concepts	Exploration, Friendship, Imagination, Agency	Creativity, Expression, Movement	Cycles, Seasons, Nature, Sustainability	
Unit Description	<i>In this unit of inquiry, learners develop language, reasoning skills, thinking and problem solving through the exploration and engagement of choice through play. Learners develop understanding about themselves, others, and personal choice. They develop verbal and reasoning skills through expressing their creativity. Learners undertake opportunities for open-ended exploration and deepen their curiosity and wonder.</i>	<i>In this unit of inquiry, learners respond to music through music, movement, and visual arts. Learners will make connections between art and culture and are encouraged to express themselves creatively through music. Learners engage in an array of creative-based activities and will apply their understanding, acquired skills and personal creativity by creating a musical performance, a movement composition or piece of art in response to music.</i>	<i>In this unit of inquiry, learners engage with the natural world through observation and exploration their local environments. Learning is sparked in the natural world through authentic and individual inquiries of nature and extended further in the classroom. Learners share their understandings about cycles by sharing them through the arts.</i>	<i>In this unit of inquiry, learners inquire into the nature of human-made systems and begin to engage in systems thinking. Learners will apply their understandings to connect infrastructure with transportations systems and connect how innovations in transportation have positives and negatives. Learners will compare and contrast modes of transportation from past and present and will use their understanding and imagination to innovate and design transportation for the future.</i>
SDG Connections 				 
Dates	Aug - Nov	Nov - Feb	Year Long	Mar - Jun

United Nations Sustainable Development Goals

	<p>Goal 1: End poverty in all its forms everywhere</p>		<p>Goal 2: Zero Hunger</p>		<p>Goal 3: Ensure healthy lives and promote well-being for all at all ages</p>
	<p>Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>		<p>Goal 5: Achieve gender equality and empower all women and girls</p>		<p>Goal 6: Ensure access to water and sanitation for all</p>
	<p>Goal 7: Ensure access to affordable, reliable, sustainable and modern energy</p>		<p>Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all</p>		<p>Goal 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation</p>
	<p>Goal 10: Reduce inequality within and among countries</p>		<p>Goal 11: Make cities inclusive, safe, resilient and sustainable</p>		<p>Goal 12: Ensure sustainable consumption and production patterns</p>
	<p>Goal 13: Take urgent action to combat climate change and its impacts</p>		<p>Goal 14: Conserve and sustainably use the oceans, seas and marine resources</p>		<p>Goal 15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss</p>
	<p>Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>		<p>Goal 17: Revitalize the global partnership for sustainable development</p>		<p>UN Sustainable Development Goals</p>