









PY1

Age: 6 - 7 years old

	HOW WE ORGANISE OURSELVES	HOW THE WORLD WORKS	WHO WE ARE	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN PLACE AND TIME	SHARING THE PLANET
<b>Trans disciplinary Theme</b>	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 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.	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 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.	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 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.
<b>Central Idea</b>	Food travels and goes through various processes before it reaches our table	Materials have different properties that influence how they are used and what they are used for	Building community creates a sense of belonging.	Art is used to express ideas and feelings	Public places serve the needs of a community	Clean water is an essential part of our daily lives
<b>An inquiry into:</b>	<ul style="list-style-type: none"> <li>Sources of primary products</li> <li>The stages a product may go through before reaching the end user</li> <li>The people and tools involved in food production/processing</li> </ul>	<ul style="list-style-type: none"> <li>Behavior and uses of materials</li> <li>Changing properties of materials</li> <li>Manipulation of materials for specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>Communities and groups we belong to</li> <li>Words and actions which affect your sense of belonging</li> <li>Our responsibility to create a welcoming community</li> </ul>	<ul style="list-style-type: none"> <li>Art as a means of communication and expression</li> <li>Strategies which help artists express themselves (use of color, light, line, shape, symbols, painting techniques)</li> <li>The relationship between the artist and the audience</li> </ul>	<ul style="list-style-type: none"> <li>How public places are organized to serve the needs of a community</li> <li>People use public places for different purposes</li> <li>Shared spaces need to be used appropriately by members of a community</li> </ul>	<ul style="list-style-type: none"> <li>Where water comes from</li> <li>Access to clean water</li> <li>Conserving water</li> </ul>
<b>Key Concepts</b>	Function, Change, Connection	Form, Function, Change	Connection, Perspective, Responsibility	Perspective, Form, Function	Function, Responsibility, Perspective	Function, Causation, Responsibility
<b>Related Concepts</b>	Systems, Transformation, Production, Consumption, Distribution	Matter, Observation, Experimentation	Friendship, Relationships, Conflict Resolution	Elements of art, Inspiration, Creativity	Citizenship, Behavior, Roles, Systems	Cycles, Conservation, Equality, Health Sanitation
<b>Unit Description</b>	<i>In this unit of inquiry, learners develop an understanding of how their food reaches their table. They gain an understanding of the people and processes that make up the food supply chain. They have the opportunity to explore the concept of field to table eating by growing their own plants and manipulate the raw produce into food for the class to enjoy.</i>	<i>In this unit of inquiry, learners explore the properties of matter and materials and their physical changes in order to better understand how they can be manipulated for people to use them to create and innovate.</i>	<i>In this unit of inquiry, learners develop their understanding of belonging. Learners will investigate shared commonalities, values, beliefs that help connect communities. They will further develop social and communication skills to help create an inclusive learning community. Learners will identify the connection between feelings and needs when they are new to a community.</i>	<i>In this unit of inquiry, learners develop meaning around inspiration and creativity through engagement in creating and responding to art. They acquire skills in the elements of visual arts and develop a better understanding of what it means to be an artist and how to express their ideas and feelings to an audience.</i>	<i>In this unit of inquiry, learners gain an understanding of the places in their community. They learn about how they are designed to meet the needs of the community, as well as the expectations that the community members must adhere to when making use of these public spaces.</i>	<i>In this unit of inquiry, learners develop an understanding of Earth's resources. They inquire into fresh water, the cycle of water and its importance to life on Earth. Learners will develop an understanding of conservation and how we use and share resources, and then investigate and problem-solve ways we ourselves can positively affect our planet.</i>
<b>SDG Connections</b>	 		 			 
<b>Dates</b>	Aug - Oct	Oct - Nov	Dec - Feb	<b>Year Long unit</b>	May - Jun	Mar- May