

Unit 4: Where we are in place and time

A World of Exploration

Central Idea

Exploration has led to discoveries, opportunities and new understandings.

Lines of Inquiry:

- Reasons for exploration (historical and personal)
- How explorations have taken place over time.
- The consequences of exploration.

Key Concepts: Causation, Perspective, Change

Selected Learner Profiles: Inquirers, Thinkers

Transdisciplinary Skills: Research skills



Inquiry

In Inquiry we will be examining exploration through the ages. The children will:

- Be able to compare the similarities and differences between exploration in different time periods.
- Be able to give some reasons for particular events and changes.
- Be able to gather information from simple sources.
- Be able to use their knowledge and understanding to answer simple questions about the past and about changes.
- Understand that the past can be considered in terms of different time periods.
- Understand that the past has been recorded in a variety of different ways.



English

In English we will be looking at biographies of famous explorers and diary entries. They will understand the text features of these text types and learn to use these features in their own writing. The children will write their own diary entries from the point of view of a

famous explorer. They will also be researching an explorer of their choice and then writing a biography about them. For grammar skills, the children will be focussed on using the past and present tense correctly.



Mathematics

Linked to our inquiry topic, the children will be looking at position and direction. This will involve exploration of coordinates, reading a compass and using compass directions and degrees of turn.

Art:

Throughout Unit 3 the students have continued to build up their skills and techniques in the Art room. During this unit the students have been learning about Symbols. We discovered that symbols are all around us! We identified common symbols that we see in day to day life, then we thought about how we could create symbols that represent us as individuals.

The students focused on basic symbols that represent them as an individual. We then created our own Mandalas using the symbols and bright colours. This Mandala is a representation of who we are as a person linking to our culture, interests, and other meaningful things. This was a time consuming project but the students did a really great job of completing their Art pieces.

For Unit 4 the students will be focusing on the Transdisciplinary theme of 'Sharing the Planet'. Here the students will be focusing on how we can care for our planet, and also about specific resources needed for our world to survive.



Music:

During the previous unit, students have learned the basic of chords and notes reading in Treble and Bass clef. They have learned to play musical instruments in accordance with the pace of rhythm given in musical repertoires. They have enjoyed it and able to showcased it through individual performances in Music class.

In unit 4, students will be learning the basic notations in Music wherein there will be some lessons that they need to link with Mathematics. Students will be trained to conduct a time signature

and get them more familiar with the commonly used musical signs. This unit's main purpose is to get them aware of the essence of knowing the musical signs and symbols.



PE:

During this unit students have been focusing on striking and fielding invasion games. This enabled them to improve the way they coordinate and control their bodies with a range of equipment and tracking or following the movement of a ball. Throughout this unit students had a chance to explore and use space to avoid others, developed basic actions for rolling, bouncing, throwing including overarm, gathering, catching, striking, kicking, tracking, and anticipated where it is going.

Next unit is on net games. The students have the opportunity to work on their footwork such as badminton and tennis. They will be learning different types of skill shots, be familiar with forehand and back hand shots and grip. This unit is more about stamina, suppleness and strength which we will be discussing more during the unit.

Mandarin:

For foundation level kids, we are going to learn the unit "Where we are in time and place". Students will inquire the topic of "The Four Great Inventions" in ancient China and their influence to the world. Students will learn related words: 指南针 compass, 火药 gunpowder, 造纸 papermaking, 活字印刷术 movable-type printing.

Throughout the Unit 3, the advanced year 4 students have finished the whole Mandarin textbook 4. They are able to recognize 450 characters and write out 250 Chinese characters. They did a good job.

In the next Unit, they will spend some time to review the content they learned in Mandarin textbook 4, and then start the new journey to explore the new knowledge in textbook 5. Also, the Chinese spring festival is coming soon, the kids are preparing an interesting Chinese traditional paper puppet show to celebrate it. Hope every parents could enjoy us