

### Breakup of the Inquiry topic

**Unit of Inquiry:** My family history

**Theme:** Where we are in place and time

**Duration:** 6 weeks

**Subject Focus:** Science / PSPE

**Central Idea**

Every family is unique and has a history of its own

**Lines of Inquiry**

- Family origin and roots
- Keepsakes and customs passed through on generations
- Children have characteristics that are similar and different from their parents

Knowledge	Transdisciplinary Skill
<ul style="list-style-type: none"> <li>• Birth place and native place</li> <li>• Culture and traditions</li> <li>• Family customs and keepsakes</li> <li>• Celebrations - Significant events</li> <li>• Features of family members</li> <li>• Characteristics of children and their family</li> </ul>	<p><b>Thinking skills</b></p> <p>Comprehension Application Analysis</p> <p><b>Social Skills</b></p> <p>Respecting others Cooperating Working in groups Team work</p>

Numeracy integration	Literacy integration
<ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Patterns</li> <li>• Data Handling and survey - graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Writing</li> <li>• Passages</li> <li>• Picture talks</li> </ul>

### Breakup of the Inquiry topic

**Unit of Inquiry:** Nutrition – My body

**Theme:** Who we are

**Duration:** 6 weeks

**Subject Focus:** Science / PSPE

**Central Idea**

The choices we make affect our health and well-being

**Lines of Inquiry**

- Structure and functions of body systems
- Requirements to maintain a healthy body
- The components of nutrition and how it affects the body

Knowledge	Transdisciplinary Skill
<ul style="list-style-type: none"> <li>• Structure of body</li> <li>• Systems</li> <li>• Functions of systems organs</li> <li>• Hygiene</li> <li>• Nutrition</li> <li>• Exercise</li> <li>• Maintenance</li> <li>• Balance</li> </ul>	<p><b>Self-management skills</b></p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Healthy lifestyle</li> <li>• Informed choices</li> </ul> <p><b>Research skills</b></p> <ul style="list-style-type: none"> <li>• Observing</li> <li>• Collecting data</li> <li>• Organizing data</li> </ul>

Numeracy integration	Literacy integration
<ul style="list-style-type: none"> <li>• Number sense - Ordinal numbers</li> <li>• Units of measurement</li> <li>• Data Handling and survey - graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph Writing</li> <li>• Homophones</li> <li>• Comprehensions</li> </ul>

**Breakup of the Inquiry topic**

**Unit of Inquiry:** Stories - Genres

**Theme:** How we express ourselves

**Duration:** 6 weeks

**Subject Focus:** Literacy / PSPE

**Central Idea**

Cultural traditions influence story telling

**Lines of Inquiry**

- How stories are expressed in different cultures
- Genres of stories
- Elements and structure of stories

Knowledge	Transdisciplinary Skill
<ul style="list-style-type: none"> <li>• What is culture?</li> <li>• Understanding diversity</li> <li>• Role of traditions</li> <li>• Story structure</li> <li>• Elements</li> <li>• Types of stories</li> </ul>	<p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Respecting others</li> <li>• Cooperating</li> <li>• Adopting a variety of group roles</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Viewing</li> <li>• Non-verbal communication</li> <li>• Presenting</li> </ul>

Numeracy integration	Literacy integration
<ul style="list-style-type: none"> <li>• Time telling</li> <li>• Sequencing</li> <li>• Arranging a story in order</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of story</li> <li>• Use of BME model</li> <li>• Story writing</li> <li>• Dialogue writing</li> </ul>

**Breakup of the Inquiry topic**

**Unit of Inquiry:** Life Cycles

**Theme:** How the world works

**Duration:** 6 weeks

**Subject Focus:** Science / PSPE

**Central Idea**

All living things go through a process of change

**Lines of Inquiry**

- Life cycle
- How living things change over lifetime
- Development of life stages of various living things

Knowledge	Transdisciplinary Skill
<ul style="list-style-type: none"> <li>• Cycles in life</li> <li>• Transformation of living things</li> <li>• Process of changes</li> <li>• Connection of stages</li> </ul>	<p><b>Thinking skills</b></p> <ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> </ul> <p><b>Self-management skills</b></p> <ul style="list-style-type: none"> <li>• Time Management</li> <li>• Safety</li> </ul>

Numeracy integration	Literacy integration
<ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Completing patterns</li> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion writing</li> <li>• Paragraph writing</li> </ul>

**Breakup of the Inquiry topic**

**Unit of Inquiry:** Community

**Theme:** How we organize ourselves

**Duration:** 6 weeks

**Subject Focus:** Social Studies / PSPE

**Central Idea**

Communities rely on people doing different kinds of work

**Lines of Inquiry**

- What makes a community
- Different roles people have in a community
- Interdependence of various occupations within a community

Knowledge	Transdisciplinary Skill
<ul style="list-style-type: none"> <li>• Characteristics of a community</li> <li>• Importance of community</li> <li>• Different occupations</li> <li>• Dignity of labour</li> <li>• Interdependence amongst communities</li> <li>• Networking</li> </ul>	<p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Accepting responsibilities</li> <li>• Respecting others</li> <li>• Adopting a variety of group roles</li> </ul> <p><b>Research skills</b></p> <ul style="list-style-type: none"> <li>• Observing</li> <li>• Collecting data</li> <li>• Recording data</li> <li>• Interpreting data</li> <li>• Presenting research findings</li> </ul>
Numeracy integration	Literacy integration
<ul style="list-style-type: none"> <li>• Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph writing</li> <li>• Book review</li> </ul>

**Breakup of the Inquiry topic**

**Unit of Inquiry:** Waste Management

**Theme:** Sharing the planet

**Duration:** 6 weeks

**Subject Focus:** Social Studies / PSPE

**Central Idea**

Our personal choices affect the environment

**Lines of Inquiry**

- Generation of waste
- Impact of waste on environment
- Our actions to restore environment

**Knowledge**

- Pollution
- Causes
- Impact
- Disposal systems
- Waste management
- Environment
- Responsibility
- Reflection

**Transdisciplinary Skill**

**Research skills**

- Formulating questions
- Observing
- Collecting data
- Organizing data

**Self-management skills**

- Organization
- Safety
- Code of behavior
- Informed choices

**Numeracy integration**

- Measurement

**Literacy integration**

- Writing opinions and reflections