



Australian International Academy Year 6, 2021 Curriculum Overview

Language and Literature

| | Term 1 | Term 2 | Term 3 | Term 4 |
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| Unit Title | Sizzling Stories | Riddles, rhymes and what is red? | Where do authors find their inspiration? | For the Love of Novels |
| Duration | 10 weeks | 9 weeks | 10 weeks | 10 weeks |
| CONCEPTS | | | | |
| Key Concept | Communication | Perspective | Creativity | Communication |
| Related Concepts | <ul style="list-style-type: none"> ➤ Context ➤ Purpose | <ul style="list-style-type: none"> ➤ Point of view | <ul style="list-style-type: none"> ➤ Style | <ul style="list-style-type: none"> ➤ Character ➤ Setting |
| Global Context | Personal and cultural expression – expressing human relationships through stories | Orientation in time and space – Personal histories and journeys | Personal and cultural expression – Jackie French’s beliefs and values | Scientific and technical innovation – Adaptation of the plant pollination process |
| Statement of Inquiry | The expression of human relationships through stories is achieved by communication of the context and purpose of text. | An author’s perspective and point of view are a result of personal history and journey | Jackie French’s beliefs and values influence her language style choices and creativity | A novel’s setting influences communication between characters and results in the adaptation of the plant pollination process. |
| ATL skills | <ul style="list-style-type: none"> • Thinking IX – Creative thinking skills | <ul style="list-style-type: none"> • Communication I. Communication skills | <ul style="list-style-type: none"> • Communication | <ul style="list-style-type: none"> • Social • II Collaboration skills |
| ASSESSMENT | | | | |
| Criteria: | A B C D | A B C D | A B C D(2) | A(4) B(2) C(3) D(5) |
| Summative Task(s) | Anthony Browne Author Study – The Shape Game | Colin Thompson – The Floods (text) | Queen Victoria’s Underpants – Study | Darius Bell and The Crystal Bees (Novel) - (5 activities) . Editing Text . Explanation |

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| | | Colin Thompson – The Naughty Corner (text) | Queen Victoria’s Underpants – Letter to author Jackie French | . Bees Information Report . Wasp and bee – compare and contrast . Literature Circles Activity |
| LEARNER Profile | Reflective | Communicators Principled Open minded | Communicators Reflective | Inquirers Thinkers Principled Caring Balanced |

Language Acquisition- Arabic

| | Term 1 | Term 2 | Term 3 | Term 4 |
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| Unit Title | All About Me | Animals | Home and School Environment | Seasons and Weather |
| Duration | 9 weeks | 10 weeks | 10 weeks | 9 weeks |
| CONCEPTS | | | | |
| Key Concept | Identity | Connections | Culture | Change |
| Related Concepts | ➤ Message ➤ Purpose | ➤ Context ➤ Patterns | ➤ Meaning ➤ purpose | ➤ Context ➤ Patterns |
| Global Context | Identities and relationships | Globalization and sustainability | Personal and cultural expression | Orientation in time and space |
| Statement of Inquiry | Our identities are given purpose and are shaped by the way our messages are communicated with others. | Our context is created by the connections and patterns humans create with the environment. | Our personal and cultural expressions are given purpose and meaning thanks to the communities we reside in. | Orientation in time and space creates patterns of change that influence the contexts that we are in. |
| Content | Vocabulary: Family members, numbers 1-20, alphabet (& pronunciations), greetings, asking someone how they are, colours, places Grammar: Verbs to be and to have, adjectives, personal pronouns, definite and indefinite articles Text: Articles, handouts, videos, newspaper, flashcard, Education Perfect | Vocabulary: Animals, colours, sizes, places, definite/indefinite articles, numbers 20-50, Grammar: Verbs Present and past tense adjectives, personal pronouns, definite & indefinite articles, Adjectives, parts of a sentence, present tense, questioning Text: Articles, handouts, videos, newspaper, flashcard, Education Perfect | Vocabulary: Places, objects in a classroom, colours, sizes, definite indefinite articles, opinions, likes, dislikes, numbers 50-100, subjects, time Grammar: Verbs Present and past tense, adjectives, personal pronouns, definite & indefinite articles, Adjectives, parts of a sentence, present tense, questioning | Vocabulary: Days of the week, months of the year, temperature, seasons, weather, numbers 100 +, time. Grammar Present and past tense Text: articles , videos, newspaper, flashcard , education perfect, PPT |

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| | | | Text: Articles, handouts, videos, newspaper, flashcard, Education Perfect | |
| ATL skills | <ul style="list-style-type: none"> • Communication skills | <ul style="list-style-type: none"> • Self management • Thinking | <ul style="list-style-type: none"> • Communication skills • Creative thinking skills | <ul style="list-style-type: none"> • Communication skills • Social skills |
| ASSESSMENT | | | | |
| Criteria | <p>Criterion C Communicating in response to spoken and/or written and/or visual text</p> <p>Criterion D Using language in spoken and/or written form</p> | <p>Criterion A Comprehending spoken and visual text</p> <p>Criterion B Comprehending written and visual text</p> | <p>Criterion C Communicating in response to spoken and/or written and/or visual text</p> <p>Criterion D Using language in spoken and/or written form</p> | <p>Criterion A Comprehending spoken and visual text</p> <p>Criterion B Comprehending written and visual text</p> |
| Summative Task(s) | <p>Task 1: Comprehending written and visual text</p> <p>Task set by school, based on this unit and the global context for the session.</p> <p>1 or 2 written-visual texts, maximum total length: 800-900 words (Chinese: 600–700 characters, non-Roman alphabetical: 560–720 words).</p> <p>Questions must assess the <u>written and visual</u> aspects of the text(s) and cover <u>all strands</u> of criterion B.</p> <p>Clearly indicate which strand is being assessed in each question.</p> <p>Questions and responses must be in the target language.</p> | <p>Task 3 Aural comprehension(Criterion A)</p> <p>Task set by school.</p> <p>2 texts linked to each other – 1 must contain one or more visual(s).</p> <p>Maximum total length of texts - 5 minutes</p> <p>Questions on all texts and all strands of criterion A.</p> <p>Task 4 Written comprehension (Criterion B)</p> <p>Task set by school.</p> | <p>Task 1 Comprehending written and visual text</p> <p>Task set by school.</p> <p>2 texts linked to each other and the global context – 1 text must contain visual.</p> <p>Maximum total length of texts: 800-900 words (or equivalent for Chinese and non-Roman alphabetical languages).</p> <p>Questions on all texts and all strands of Criterion B.</p> <p>Time allowance: 60 minutes.</p> <p>Please indicate clearly which strand of the criterion is being assessed in each question.</p> | <p>Task 3: Comprehending spoken and visual text</p> <p>Task set by school, based on this unit and the global context for the session.</p> <p>1 or 2 audio-visual texts, maximum total length: 7 minutes.</p> <p>Questions must assess the <u>spoken and visual</u> aspects of the text(s) and cover <u>all strands</u> of criterion A.</p> <p>Clearly indicate which strand is being assessed in each question.</p> <p>Questions and responses must be in the target language.</p> |

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| | <p>The task must be completed in one sitting and assessed against phase 4 criteria.</p> <p>Task 2: Using language in spoken and/or written form</p> <p>Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 3-4 minutes and the whole recording must not last more than 6 minutes.</p> | <p>2 texts linked to each other – 1 must contain one or more visual(s).</p> <p>Maximum total length of texts: 400-500 words.</p> <p>Questions on all texts and all strands of criterion B.</p> <p>Time allowance: 50 minutes.</p> | <p>Questions and responses must be in target language.</p> <p>Task 2 Using language in spoken and/or written form</p> <p>Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 3-4 minutes and the whole recording must not last more than 6 minutes.</p> <p>Preparation time: 10 minutes</p> | <p>The task must be completed in one sitting and assessed against phase 4 criteria.</p> <p>Task 4: Comprehending written and visual text</p> <p>Task set by school, based on this unit and the global context for the session.</p> <p>1 or 2 written-visual texts, maximum total length: 800-900 words (Chinese: 600–700 characters, non-Roman alphabetical: 560–720 words).</p> <p>Questions must assess the <u>written and visual</u> aspects of the text(s) and cover <u>all strands</u> of criterion B.</p> <p>Clearly indicate which strand is being assessed in each question.</p> <p>Questions and responses must be in the target language.</p> |
| LEARNER Profile | Inquirers Reflective | Open-Minded Risk Takers | Caring Communicator | Principled Caring |

Language Acquisition- French

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------------------|--|---|--|---|
| Unit Title | All About Me | Animals | Home and School Environment | Seasons and Weather |
| Duration | 9 weeks | 10 weeks | 10 weeks | 9 weeks |
| CONCEPTS | | | | |
| Key Concept | Identity | Connections | Culture | Change |
| Related Concepts | <ul style="list-style-type: none"> ➤ Message ➤ Purpose | <ul style="list-style-type: none"> ➤ Context ➤ Patterns | <ul style="list-style-type: none"> ➤ Meaning ➤ purpose | <ul style="list-style-type: none"> ➤ Context ➤ Patterns |
| Global Context | Identities and relationships | Globalization and sustainability | Personal and cultural expression | Orientation in time and space |

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| Statement of Inquiry | Our identities are given purpose and are shaped by the way our messages are communicated with others. | Our context is created by the connections and patterns humans create with the environment. | Our personal and cultural expressions are given purpose and meaning thanks to the communities we reside in. | Orientation in time and space creates patterns of change that influence the contexts that we are in. |
| Content | Vocabulary: Family members, numbers 1-20, alphabet (& pronunciations), greetings, asking someone how they are, colours, places Grammar: Verbs to be and to have, adjectives, personal pronouns, definite and indefinite articles Text: Articles, handouts, videos, newspaper, flashcard, Education Perfect | Vocabulary: Animals, colours, sizes, places, definite/indefinite articles, numbers 20-50, Grammar: Verbs avoir & etre, adjectives, personal pronouns, definite & indefinite articles, Adjectives, parts of a sentence, present tense, questioning Text: Articles, handouts, videos, newspaper, flashcard, Education Perfect | Vocabulary: Places, objects in a classroom, colours, sizes, definite indefinite articles, opinions, likes, dislikes, numbers 50-100, subjects, time Grammar: Verbs avoir & etre, Ir/Er/Re verbs, adjectives, personal pronouns, definite & indefinite articles, Adjectives, parts of a sentence, present tense, questioning Text: Articles, handouts, videos, newspaper, flashcard, Education Perfect | Vocabulary: Days of the week, months of the year, temperature, seasons, weather, numbers 100 +, time. Grammar: Present tense avoir, etre, Ir/Er/Re verbs Text: articles , videos, newspaper, flashcard , education perfect, PPT |
| ATL skills | <ul style="list-style-type: none"> • Communication skills | <ul style="list-style-type: none"> • Self management • Thinking | <ul style="list-style-type: none"> • Communication skills • Creative thinking skills | <ul style="list-style-type: none"> • Communication skills • Social skills |
| ASSESSMENT | | | | |
| Criteria | <p>Criterion C Communicating in response to spoken and/or written and/or visual text</p> <p>Criterion D Using language in spoken and/or written form</p> | <p>Criterion A Comprehending spoken and visual text</p> <p>Criterion B Comprehending written and visual text</p> | <p>Criterion C Communicating in response to spoken and/or written and/or visual text</p> <p>Criterion D Using language in spoken and/or written form</p> | <p>Criterion A Comprehending spoken and visual text</p> <p>Criterion B Comprehending written and visual text</p> |
| Summative Task(s) | <p>Task 1: Comprehending written and visual text</p> <p>Task set by school, based on this unit and the global context for the session.</p> <p>1 or 2 written-visual texts, maximum total length: 800-900 words (Chinese: 600–700)</p> | <p>Task 3 Aural comprehension(Criterion A)</p> <p>Task set by school.</p> <p>2 texts linked to each other – 1 must contain one or more visual(s).</p> | <p>Task 1 Comprehending written and visual text</p> <p>Task set by school.</p> <p>2 texts linked to each other and the global context – 1 text must contain visual.</p> | <p>Task 3: Comprehending spoken and visual text</p> <p>Task set by school, based on this unit and the global context for the session.</p> |

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| | <p>characters, non-Roman alphabetical: 560–720 words).</p> <p>Questions must assess the <u>written and visual</u> aspects of the text(s) and cover <u>all strands</u> of criterion B.</p> <p>Clearly indicate which strand is being assessed in each question.</p> <p>Questions and responses must be in the target language.</p> <p>The task must be completed in one sitting and assessed against phase 4 criteria.</p> <p>Task 2: Using language in spoken and/or written form</p> <p>Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 3-4 minutes and the whole recording must not last more than 6 minutes.</p> | <p>Maximum total length of texts - 5 minutes</p> <p>Questions on all texts and all strands of criterion A.</p> <p>Task 4 Written comprehension (Criterion B)</p> <p>Task set by school.</p> <p>2 texts linked to each other – 1 must contain one or more visual(s).</p> <p>Maximum total length of texts: 400-500 words.</p> <p>Questions on all texts and all strands of criterion B.</p> <p>Time allowance: 50 minutes.</p> | <p>Maximum total length of texts: 800-900 words (or equivalent for Chinese and non-Roman alphabetical languages).</p> <p>Questions on all texts and all strands of Criterion B.</p> <p>Time allowance: 60 minutes.</p> <p>Please indicate clearly which strand of the criterion is being assessed in each question.</p> <p>Questions and responses must be in target language.</p> <p>Task 2 Using language in spoken and/or written form</p> <p>Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 3-4 minutes and the whole recording must not last more than 6 minutes.</p> <p>Preparation time: 10 minutes</p> | <p>1 or 2 audio-visual texts, maximum total length: 7 minutes.</p> <p>Questions must assess the <u>spoken and visual</u> aspects of the text(s) and cover <u>all strands</u> of criterion A.</p> <p>Clearly indicate which strand is being assessed in each question.</p> <p>Questions and responses must be in the target language.</p> <p>The task must be completed in one sitting and assessed against phase 4 criteria.</p> <p>Task 4: Comprehending written and visual text</p> <p>Task set by school, based on this unit and the global context for the session.</p> <p>1 or 2 written-visual texts, maximum total length: 800-900 words (Chinese: 600–700 characters, non-Roman alphabetical: 560–720 words).</p> <p>Questions must assess the <u>written and visual</u> aspects of the text(s) and cover <u>all strands</u> of criterion B.</p> <p>Clearly indicate which strand is being assessed in each question.</p> |
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| | | | | Questions and responses must be in the target language. |
| LEARNER Profile | Thinkers Communicators Inquirers Reflective | Principled Caring Communicators Open-Minded Risk Takers | Inquirer Knowledgeable Thinkers Caring Reflective Communicator | Thinkers Risk Takers Communicators Knowledgeable |

Sciences

| | Term 1 | Term 2 | Term 3 | Term 4 |
|------------------------------|---|--|--|---|
| Unit Title: | Life on Earth | Earthquake Explorers | Change Detectives | Essential Energy |
| Duration: | 10 weeks | 9 weeks | 9 weeks | 10 weeks |
| CONCEPTS | | | | |
| Key Concept: | Relationships | Relationships | Change | Systems |
| Related Concepts: | <ul style="list-style-type: none"> ➤ Transformation ➤ Environment | <ul style="list-style-type: none"> ➤ Consequences ➤ Environment | <ul style="list-style-type: none"> ➤ Form ➤ Interaction | <ul style="list-style-type: none"> ➤ Energy ➤ Transformation |
| Global Context: | Scientific and technical innovation -The biological revolution | Orientation in time and space -Natural & human landscapes and resources | Scientific and technical innovation | Scientific and technical innovation -Usable power sources |
| Statement of Inquiry: | Organisms have a relationship to their environment, and continually adapt to their environment to survive. When technology is used in this process it is a form of biological revolution. | The relationships within the natural environment, including weather and geological changes, have a consequential effect on the Earth's surface which in turn alters the distribution of resources. | Methods of scientific and technical innovation can be used to identify the change of forms of matter and their interactions. | Sustainable energy systems transform natural sources of energy into usable power sources. |
| Content | <ul style="list-style-type: none"> - Exploring scientists and the impact of their discoveries in our lives - Safety in the science lab- the do's and don'ts - Laboratory equipment use - Understanding the structure and purpose of writing reports | Students will explore the following concepts within the topic of Earthquake Explorers. THE EARTH'S SURFACE CAN BE AFFECTED BY SUDDEN GEOLOGICAL CHANGES AND EXTREME WEATHER EVENTS | Students will explore the following concepts within the topic of Change Detectives. REVERSIBLE OR IRREVERSIBLE CHANGES TO MATERIALS <ul style="list-style-type: none"> • investigating the change in state caused by | Students will explore the following concepts within the topic of Essential energy. ENERGY TRANSFERS AND TRANSFORMATIONS <ul style="list-style-type: none"> • define the term 'energy' |

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| | <ul style="list-style-type: none"> - Exploring bread: observing and tasting; recording information - Reading, discussing Anton van Leeuwenhoek- Microscope Inventor - Observing mould growth on bread in differing conditions - Investigating reactions using yeast mixed with other ingredients - Reading, discussing Fleming and Florey role in penicillin discovery | <ul style="list-style-type: none"> • investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world • recognising that earthquakes can cause tsunamis • describing how people measure significant geological events • exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects • classify different types of observable changes to the Earth. • They describe and predict the effect of environmental changes on individual living things. | <p>heating and cooling of a familiar substance</p> <ul style="list-style-type: none"> • investigating irreversible changes such as rusting, burning and cooking • exploring how reversible changes can be useful in daily life • investigate reversible reactions such as melting, freezing and evaporating • describing what happens when materials of different states are mixed • investigating the solubility of specific materials in water and observing the change of state | <ul style="list-style-type: none"> • identify bodies that possess kinetic energy because of their motion • differentiate between gravitational, chemical and elastic potential energy • outline examples of transformations of energy into other forms of energy • use flow diagrams to illustrate changes between different forms of energy • describe sound as a series of vibrating air particles • describe the energy transformations involved in playing a variety of musical instruments • investigate how energy efficiency can reduce energy consumption • investigate how batteries work and building a simple functioning battery model |
| <p>ATL skills</p> | <ul style="list-style-type: none"> • Social- Collaboration Skills <ul style="list-style-type: none"> - Working effectively with others • Thinking- Critical Thinking Skills <ul style="list-style-type: none"> - Analysing and evaluating issues and ideas | <ul style="list-style-type: none"> • Self-Management- Organisation skills <ul style="list-style-type: none"> - Managing time and tasks effectively • Research- Information literacy skills <ul style="list-style-type: none"> - Finding, interpreting, judging and creating information | <ul style="list-style-type: none"> • Communication- Communication Skills <ul style="list-style-type: none"> - Exchanging thoughts, messages and information effectively through interaction • Thinking- Creative Thinking Skills | <ul style="list-style-type: none"> • Self-Management- Affective Skills <ul style="list-style-type: none"> - Managing state of mind • Thinking- Critical Thinking Skills <ul style="list-style-type: none"> - Analysing and evaluating issues and ideas • Thinking-Creative Thinking Skills |

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| | | | - Generating novel ideas and considering new perspectives | - Generating novel ideas and considering new perspectives |
| ASSESSMENT | | | | |
| Criteria: | A B C D | A D | B C | A B C D |
| Summative Task(s): | Let's write... - Written: Informative To mould or not to mould... - Performance: Lab Assignment Quiz - Test: Common | Report- Wegener's Theory on the Continental Drift. - Written: Informative End of Term Test - Test: Common | End of Term Test - Test: Written Narrative- Changing States - Written: Essay Effervescent Tablets - Performance: Lab Assignment | Letter to STIVS - Written: Essay Whirling Water - Performance: Lab Assignment End of Term Test - Test: Standardised |
| LEARNER Profile | <ul style="list-style-type: none"> • Inquirers • Knowledgeable • Thinkers • Communicators • Caring • Reflective | <ul style="list-style-type: none"> • Inquirers • Knowledgeable • Thinkers • Communicators • Open-minded • Reflective | <ul style="list-style-type: none"> • Inquirers • Knowledgeable • Thinkers • Communicators • Reflective | <ul style="list-style-type: none"> • Inquirers • Thinkers • Communicators • Open-minded • Risk-takers • Reflective |

Individuals and Societies

| | Term 1 | Term 2 | Term 3 | Term 4 |
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| Unit Title: | Let's map it out! (unit 1) <i>A diverse and connected world (unit 2)</i> | Migration | Federation | Governing Australia |
| Duration: | Unit 1= 4 weeks Unit 2= 4 weeks | 8 weeks | 9 weeks | 7 weeks |
| CONCEPTS | | | | |
| Key Concept: | Time, place and space <i>Time, place and space</i> | Change | Change | Systems |
| Related Concepts: | ➤ Perspective ➤ Scale | ➤ Choice | ➤ Choice | ➤ Governance |

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| | <ul style="list-style-type: none"> ➤ Identity ➤ Diversity | | | |
| Global Context: | <p>Orientation in time and space- Natural and human landscapes and resources</p> <p>Orientation in time and space- peoples boundaries exchange and interaction.</p> | <p>Orientation in time and space- Civilizations and social histories, heritage; pilgrimage, migration, displacement & exchange</p> | <p>Orientation in time and space- Epochs, eras, turning points and “big history”</p> | <p>Identities and relationships- The interconnectedness of countries systems of government and how they influenced others over time.</p> |
| Statement of Inquiry: | <p>Maps provide insights into time, place, and space and show how the world has changed over time but they can be affected by different perspectives</p> <p>Throughout time, place and space, the expansion of a country's boundaries has allowed for the exchange and interaction through various connections.</p> | <p>Changing countries is influenced by a lack of resource choices in the home country at a particular time, or a choice of resources in the new country at a particular time.</p> | <p>Over time, Australia’s separate colonies made the choice to change and operate as one, a federated country.</p> | <p>The orientation of the systems of governance have developed over time.</p> |
| ATL skills | <ul style="list-style-type: none"> ➤ Self-management ➤ Thinking ➤ Research ➤ Thinking | <ul style="list-style-type: none"> ➤ Thinking | <ul style="list-style-type: none"> ➤ Thinking | <ul style="list-style-type: none"> ➤ Research ➤ Thinking |
| ASSESSMENT | | | | |
| Criteria: | <p>Unit 1: Criterion A- Knowing and Understanding (I,II) Criterion B- Investigating Criterion C-Communicating</p> <p>Unit 2:</p> | <p>Criterion A-Knowing and understanding Criterion B- Investigating Criterion C- Communicating</p> | <p>1.Criterion A- Knowing and understanding Criterion B- Investigating</p> <p>2. Criterion A- Knowing and Understanding (I,II) Criterion C- Communicating (I,II)</p> | <p>Criterion C- Communicating Criterion D- Thinking Critically</p> |
| Summative Task(s): | <p>Design a fictional map and written reflection.</p> <p>Topic test on unit 1 and 2</p> <p>Design a brochure explaining the connection between</p> | <p>VIP migrants- Students research and present a poster to the class.</p> | <p>1. Writing and presenting a radio interview with Alfred Deakin to the class.</p> <p>2. Plan and write a letter to a family member in England telling about what you saw and</p> | <p>Passing a Bill- students to communicate in groups and individually. They will need to form a ‘Cabinet’ and decide on a ‘Bill’ through issues, which affect/interest them and work to making it a law. Students will</p> |

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| | Australia and a country in the Asia Pacific region. | | explain what the 'party' was all about. Topic Test | also need to prepare an exposition piece of writing putting their arguments forward in support of their 'Bill'. |
| LEARNER Profile | Knowledgeable Thinker | Inquirer | Reflective | Risk-taker |

Design

| | Semester 1 | Semester 2 |
|------------------------------|--|--|
| Unit Title: | Coding with Ozobots | Designing a brand identity |
| Duration: | 19 weeks | 20 Weeks |
| CONCEPTS | | |
| Key Concept: | Systems | Development |
| Related Concepts: | <ul style="list-style-type: none"> ▪ Ergonomics ▪ Function | <ul style="list-style-type: none"> ▪ Adaptation |
| Global Context: | Scientific and technical innovation | Identities and relationships |
| Statement of Inquiry: | Systems that are designed to meet communities' requirements can increase their ability to function within the world. | People in different communities reveal their identity by developing designs that reflect their preferences. |
| Content | An introduced to the basics of programming. Students will be linking coding concepts as a way of thinking about everyday tasks as they develop a foundation in computational thinking. Students explore coding concepts and practise thinking like coders. Along with learning about algorithms, functions, loops, conditional statements and variables, they also discover offline coding. Students work both collaboratively and individually as they strengthen their coding skills by solving real coding problems, testing each other's code and designing programs for a range of needs. They also practise these skills using Ozoblockly and Ozobots, solving a range of problems and applying the concepts they learn in classroom activities. | An introductory unit for students to learn the basics of graphic design. Students will discover Adobe Illustrator as a powerful and versatile tool for creating illustrations, logos and graphics for print and the web. They will explore selection tools, shapes, layers, colour, the pen tool as well as creating text. |
| ATL skills | <ul style="list-style-type: none"> • Self-management skills (Organisation) • Social (Collaboration) | <ul style="list-style-type: none"> • Research (Information Literacy skills) • Thinking (Creative thinking) |
| ASSESSMENT | | |

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| Criteria: | A. Inquiring and analysing B. Developing ideas C. Creating D. Evaluating | A. Inquiring and analysing B. Developing ideas C. Creating D. Evaluating |
| Summative Task(s): | Students are required to design a model snow plough to remove snow off the streets to allow communities to function better. | Students are required to create a branding portfolio for their charity group. |
| LEARNER Profile | <ul style="list-style-type: none"> ▪ Communicators ▪ Risk-takers ▪ Balanced | <ul style="list-style-type: none"> ▪ Principled and reflective |

Religion

| | Term 1 | Term 2 | Term 3 | Term 4 |
|------------------------------|---|--|--|--|
| Unit Title: | The Oneness of Allah and Allah's creations | Purification and salaah | Islamic manners | Companions of the Prophet (pbuh) |
| Duration: | 10 weeks | 9 weeks | 10 weeks | 10 weeks |
| CONCEPTS | | | | |
| Key Concept: | Connections | Connections | Relationships | Identity |
| Related Concepts: | Beliefs | Rituals and rites | Behaviour | Behaviour |
| Global Context: | Personal and cultural expression | Personal and cultural expression | Identities and relationships | Identities and relationships |
| Statement of Inquiry: | The belief that there is only one God Allah is our connection to our worship expressed personally and culturally. | We connect to God through rituals and rites which are reflected by our personal and cultural expressions. | Our relationships with everything are formed by our behaviours which are a reflection of our identities. | The identities of the Prophet's companions should affect our behaviour as our relationship to them is that they are our role models. |
| Content | The beliefs of Muslims with an emphasis on Tawheed Allah is the only creator | The importance of purification for prayers, the types of purification The importance of prayer and the types of prayers eg daily, Eid, Jannazah, Juma prayers | The importance of Islamic behavior in the society and what is Islamic behaviour | Looking at the lives of the Prophet's companions and lessons we learn from their lives. Companions need TBC |
| ATL skills | Category: Research Skill cluster: information literacy skills | Category: Thinking Skill cluster: Critical thinking Category: Research Skill cluster: information | Category: Thinking Skill cluster: Critical thinking Analysing and evaluating issues and ideas | Category: Thinking Skill cluster: Critical thinking Analysing and evaluating issues and ideas |

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| | Finding, interpreting, judging and creating information Category: Thinking <ul style="list-style-type: none"> • Skill Cluster: Critical Thinking • Skill Cluster: Creative Thinking Category: Communication Skill Category: Research Skill Cluster: Finding, interpreting, judging and creating information | literacy skills Finding, interpreting, judging and creating information | | |
| ASSESSMENT | | | | |
| Criteria: | A,B,C,D | A,B,C,D | A,B,C,D | A,B,C,D |
| Summative Task(s): | CAT Test | CAT Test | CAT Test | CAT |
| LEARNER Profile | <ul style="list-style-type: none"> • Inquirers • Knowledgeable • Thinkers • Communication • Reflective | <ul style="list-style-type: none"> • Inquirers • Knowledgeable • Thinkers • Reflective | <ul style="list-style-type: none"> • Inquirers • Knowledgeable • Thinkers • Reflective | <ul style="list-style-type: none"> • Inquirers • Knowledgeable • Thinkers • Reflective |

Maths

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-----------------------|---|---|--|--|
| Unit Title: | Number and Place Value | Fractions, Decimals and Percentages | Measurement and Geometry- Part 1 | Measurement and Geometry- Part 2 Statistics and Probability |
| Duration: | 7 weeks | 11 weeks | 9 weeks | 7 weeks |
| CONCEPTS | | | | |
| Key Concept: | Logic | Form | Relationships | Relationships Relationships |
| Related Concepts: | <ul style="list-style-type: none"> ➤ Pattern ➤ Simplification | <ul style="list-style-type: none"> ➤ Model ➤ Representation | <ul style="list-style-type: none"> ➤ Measurement ➤ Model | <ul style="list-style-type: none"> ➤ Measurement ➤ Model ➤ Representation ➤ Systems |
| Global Context: | Fairness and development | Orientation in time and space | Orientation in time and space- Using measurement to model everyday relationships in real world mathematics. | Orientation in time and space- Natural and human made landscapes and resources. Globalization and Sustainability- Markets, commodities and commercialization. |
| Statement of Inquiry: | Our day to day money matters are made simple when we use numbers and patterns in a logical way. | <i>Commerce between people in the world is modelled by using different forms and representations of numbers</i> | Measurement is used to model the relationship between everyday mathematics in the world around us. | Measurement can be used to model the relationship between natural and human made landscapes and resources. World market systems can be represented through relationships between commodities and commercialization. |
| ATL skills | Category: Thinking <ul style="list-style-type: none"> • Cluster: Critical Thinking • Cluster: Creative Thinking | Category: Thinking <ul style="list-style-type: none"> • Cluster: Transfer | Category: Thinking <ul style="list-style-type: none"> • Cluster: Critical Thinking | Category: Thinking <ul style="list-style-type: none"> • Cluster: Critical Thinking Category: Research <ul style="list-style-type: none"> • Cluster: Information Literacy |
| ASSESSMENT | | | | |

| | | | | |
|---------------------------|---|--|---|---|
| Criteria: | Criterion A- Knowing and Understanding | Criteria B- Investigating patterns, C- Communicating and D- Applying Mathematics in real-life contexts | CAT 1- Criterion A- Knowing and Understanding and Criterion C- Communicating CAT 2- Criterion A- Knowing and Understanding and Criterion D- Applying Mathematics in real-life contexts | CAT 1- Criterion A- Knowing and Understanding and Criterion D- Applying Mathematics in real-life contexts CAT 2- Criteria B- Investigating patterns and Criterion C- Communicating |
| Summative Task(s): | Positive and negative integers, add & subtract integers and rounding of whole numbers and decimals to two places. | Renovate with a rug | CAT 1- Area and Perimeter of regular and irregular shapes. CAT 2- Reading and Using a Timetable. | CAT 1- Working with Angles CAT 2- Investigating Angles |
| LEARNER Profile | Reflective | Thinkers Communicators | Knowledgeable Risk-Takers | Knowledgeable Thinkers Inquirers |

Physical and Health Education

| | Term 1 | Term 2 | Term 3 | Term 4 |
|------------------------------|--|---|--|--|
| Unit Title: | Summer Sports | Ball Games | Football | Soccer |
| Duration: | 10 weeks | 9 weeks | 10 weeks | 10 weeks |
| CONCEPTS | | | | |
| Key Concept: | Change | Communication | Relationships | Communication |
| Related Concepts: | <ul style="list-style-type: none"> ➤ Adaption ➤ Environment | <ul style="list-style-type: none"> ➤ Interaction ➤ Movement | <ul style="list-style-type: none"> ➤ Interaction ➤ Systems | <ul style="list-style-type: none"> ➤ Interaction ➤ Perspectives |
| Global Context: | Orientation in time and space | Orientation in time and space | Identities and relationships | Fairness and development |
| Statement of Inquiry: | Performers respond and adapt to changing environments, challenges and situations by orienting their time in space. | Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance to sustain positive interaction. | Managing player and team interaction requires systems and structure | For a soccer player to interact effectively, all he/she must communicate efficiently and clearly with all team mates to collaborate and understand perspectives. |

| | | | | |
|---------------------------|--|--|--|---|
| Content | Summer sports combines a variety of mechanical, physical, co-ordination and mental skills in a team atmosphere. The games encourage children to combine as a team, develop game strategies, and keep the game. In this unit students will develop the fundamentals of summer sports. | WUp: Dynamic Stretches & Health benefits of PE Content: Throwing and catching Passes on the move Dribble/Bounce stationary, on the move & around obstacles Game-play CD: Static Stretches & Reflection | Students participate in a range of small and modified football games and drills which gives the students an opportunity to improve their skills and decision making. Students will find a person that models elite skills and technique as well as ethics. They will identify how they are similar and different to this model. | Students will understand the correct techniques and strategies needed to be a field player and goal keeper in soccer. |
| ATL skills | <ul style="list-style-type: none"> • Critical Thinking • Creative Thinking • Transfer | <ul style="list-style-type: none"> • Critical thinking • Creative thinking • Transfer | <ul style="list-style-type: none"> • Communication • Social: Collaboration | <ul style="list-style-type: none"> • Communication • Social: Collaboration |
| ASSESSMENT | | | | |
| Criteria: | Criteria C: Applying and Performing Criteria D: Reflecting and Improving | Criteria C: Applying and Performing Criteria D: Reflecting and Improving | Criteria A: Knowing and Understanding Criteria B: Planning for Performance Criteria D: Reflecting and Improving | Criteria C: Applying and Performing Criteria D: Reflecting and improving performance |
| Summative Task(s): | Performance Skill Demonstration | Teacher Observation Assessment | Research a Sportsperson | Skill Demonstration |
| LEARNER Profile | Inquirers Communicators Open-minded Risk-takers | Inquirers Knowledgeable Balanced Reflective | Inquirers Knowledgeable Risk-takers Balanced Reflective | Inquirers Communicators Principled |