

**Integrated Curriculum Unit Plan K-3**

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| Teacher(s) | Sascha Dallo (PPG) & Natalie Paynter (PPY) | Subject Areas | History (HASS) and Biological Sciences | | |
| Unit Title | Me and the World Around Me | Year | 2022 | Unit Duration | Term 1  11 Weeks |

Before the Unit: Biblical Understandings Planning: (Please highlight Character Traits To be Encouraged in this unit)

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| Biblical Character Traits | | | |
| Courage  Deuteronomy 31:6  Those who are intellectually courageous earnestly want to know the truth, and so they take risks in the pursuit and promotion of goodness and truth. | Carefulness  Ephesians 5:15-17  Those who are intellectually careful earnestly want to know the truth; thus, they are reasonably and consistently careful that they do not overlook important details and habitually avoid hasty conclusions based on limited evidence. | Tenacity  2 Chronicles 15:7  Earnestly aiming to seek goodness and truth. | Fairmindedness  Psalm 106:3  Earnestly want to know the truth and thus are willing to listen in an even-handed way to differing opinions and then learn to base their opinions on what they believe is the truth. |
| Honesty  Proverbs 10:9  Honestly using the truth, goodness and the knowledge that they gain from their personal growth. | Humility  1 Peter 3:8  Humble people value truth and admit the limits of their knowledge which leads to personal growth. | Generosity  2 Corinthians 9:6-8  Generous people go to lengths to impart truth and to nurture it in others because they want others to know the truth. | Curiosity  Jeremiah 29:13  Being curious about wanting to explore and understand truth and goodness. |
| What is the Truth? | | | |
| We are all a part of the Biblical Narrative of the Bible   1. God created everything (Genesis 1:26-28) 2. His goodness and character are our examples of how to live (Exodus 34:6) 3. We are made in His image, but sin has caused this image to be marred. (Romans 3:23) 4. God provided us redemption through His son Jesus for all who receive (John 3:16) 5. We are called to show God’s goodness again in our lives, relationships and in the world (Matthew 22:37-40) | | | |
| While planning this unit, consider the following Biblical Learning Opportunities: | | | |
| * Scriptures that will lead to students seeing how this inquiry will help our students see their place in the Biblical Narrative Story * Bible stories and characters that would develop to the develop of Biblical Character Traits * Sharing stories of people both past and present who display Biblical virtues and Biblical Character Traits * Helping our students see the examples of virtues in their lives of the children, parents and staff within their world * Developing a community of faith within your classroom * Developing practices and Character Traits which promote understanding Biblical truth | | | |

Before the Unit: Concept based Inquiry Planning

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| Key Concepts | Related Concepts | Biblical Concepts |
| We each belong to a family.  People have different roles and responsibilities within families.  People celebrate special events in different ways.  We can classify things into living or non-living.  All living things have basic needs that must be met to remain alive. | Families are diverse: they can look different and do things differently, but are still families.  Every family history is different.  We have connections with the people who are special to us.  Living things depend on each other.  All plants and animals are unique. It is important we learn about them so we can best meet their needs. | Identify – God made each of you and your families unique and special.   * You are a child of God. You are wonderfully made, dearly loved and precious in His sight. Before God made you, God knew you. There is no one else like you! – Psalm 139   God has given humans responsibility to care for His world.   * Start children off on the way they should go, and even when they are old they will not turn from it. – Proverbs 22   Creation – God created the world and all that is within it.   * In the beginning God created the heavens and the earth. – Genesis 1:1 * The Heavens declare the glory of God, the skies proclaim the work of His hands. – Psalm 19:1 |

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| Statement of Inquiry |
| God made every living thing in our world unique and special.  Every living thing has needs. Every living thing is interdependent. |

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| Teacher Planned Inquiry Questions | | |
| Factual:   * Who is in my family? * Where is my family from? * How does my family celebrate \_\_\_? * What does living mean? * What does non-living mean? * What do living things need to survive? | Conceptual:   * Was my family always like this? How has it changed? * What was my Mum’s family like? * What was my Dad’s family like? * How can I learn more about my family? * Where does my family come from? What language/s do they speak? * How am I and my family similar and different to others? * What makes something living or non-living? * What features do different animals have to assist them to survive? | Debatable:   * What make my family special? * Why does my family have different traditions than others? * Could \_\_\_\_ survive without \_\_\_\_? * What responsibilities do we have to living things? * What are my family’s roles and responsibilities? How are they different to other families? Why? |

Before the Unit: Planned WA Curriculum Inquiry Focus Areas

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| WA Curriculum Links | |
| Humanities and Social Sciences (HASS) | Science |
| History   * Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees (ACHASSK011) * The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common (ACHASSK011) * How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations) (ACHASSK012) * How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them (ACHASSK013)   Humanities and Social Science Skills   * Please see ‘2022 Curriculum Yearly Planner Pre-Primary (Foundation)’ | Biological Sciences   * Living things have basic needs, including food and water (ACSSU002)   Science as a Human Endeavour   * Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)   Science Inquiry Skills   * Pose and respond to questions about familiar objects and events (ACSIS014) * Participate in guided investigations and make observations using the senses (ACSIS011) * Engage in discussions about observations and represent ideas (ACSIS233) * Share observations and ideas (ACSIS012) |
| English | |
| * Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426) * Explore how language is used differently at home and school depending on the relationships between people (ACELA1428) * Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) | |

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| **Elements of The Early Years Learning Framework – Belonging, Being and Becoming** | |
| **Principles**   1. Secure, Respectful and Reciprocal Relationships 2. Partnerships with Families 3. High Expectations and Equity 4. Respect for Diversity 5. Ongoing Learning and Reflective Practice | **Practices**   * Holistic Approaches * Responsiveness to Children * Learning Through Play * Intentional Teaching * Learning Environments * Cultural Competence * Continuity of Learning and Transitions * Assessment for Learning |

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| Learning Skills – General Capabilities | | | | | |
| Literacy | Numeracy | | Information and communication technology (ICT) capability | | Critical and creative thinking |
| Personal and social capability | | Ethical understanding | | Intercultural understanding | |

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| Planned Assessment Opportunities specifically linked to Judging Standards |
| * Begin new topics with: What do we know? What do we want to find out? How could we do this? * Recording discussions, investigations, questions etc. in a digital inquiry form/journal (use for Educa and Early Years portfolios) * Family Tree assessment * Celebrations assessment – TopTeacher template * Needs of living things * Basic life cycles of a plant |

Before The Unit: Planning for teaching and learning through inquiry

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| What activities are planned to tune students into this inquiry? |
| **History**   * Children are asked to send in a photo of their immediate family for a family display wall. Every child will have the opportunity to share this and about their family with the class. * Reading texts that contain different families and family structures. English focus on identifying characters; compare the similarities and differences between different text families. They are all families and are all special! * Exploring stories, rhymes, songs and poems from a range of the children’s cultures. Mrs Bright to incorporate our Term 1 inquiry themes in Music. * Grandparent Day – Honour our grandparents and share stories of the past.   **Biological Sciences**   * Wildlife observations – creatures that visit our playground. * Living and non-living walk around the school. * Growing plants, both known and mystery seeds. |

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| What activities/provocations are planned to help students find out and discover new information based on the WA curriculum? |
| * Begin new topics with: What do we know? What do we want to find out? How could we do this? * Recording discussions, investigations, questions etc. in a digital inquiry form/journal (use for Educa and Early Years portfolios). * Family photo investigations. * Seed growing investigation. |

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| **Resources** |
| * Family photos * Family themed picture books and books from a range of cultures. * Multicultural wooden dolls * Various creature small worlds (e.g. minibeasts, safari, Australian animals etc) * Life cycle resources * Gardening kit, including gloves, shovels, watering cans, seeds etc. * Magnifying glasses, binoculars and other inquiry tools * Garden bed (see Mr V regarding seeds) * Home corner and camping corner |

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| What Biblical learning understandings will be linked in with these activities/provocations? |
| God created everything (Genesis 1:26-28) His goodness and character are our examples of how to live (Exodus 34:6) We are called to show God’s goodness again in our lives, relationships and in the world (Matthew 22:37-40)   * I am special. God has made me unique! * God has also made my family special. * We are called to live harmoniously in community with one another. * We have a responsibility to care for God’s world. * We can show God’s love by treating others with kindness. * Developing Biblical Moral Character Traits, introduced during our Devotions times. * Sharing stories of people both past and present who display Biblical virtues and Biblical Character Traits   We are made in His image, but sin has caused this image to be marred. (Romans 3:23) God provided us redemption through His son Jesus for all who receive (John 3:16)   * End the term learning about Easter |

***Post Planning after the unit is completed: Where did child interest and questions lead this inquiry? (Please attach the finished Inquiry Unit to this program on completion)***

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| What did your students know at the start of this inquiry? |
| * At the beginning of the Term our students were keen to share about the special people in their immediate family. They were able to describe people in their homes in terms of how they were related I.e. brother, sister, mum, dad. Many of our students recognized that people and animals needed food and water. After establishing these premises and moving onto plants, the children were also able to identify that plants were living because they grew, and that they needed water to live. |

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| What questions did the students ask as a part of this inquiry? |
| * The children were initially interested in where in the world their families and their peers came from. They began to discuss how different members of their family lived in different parts of the world. They enjoyed exploring ways that they could help their family at home and started asking questions about animal ‘families’ and the different names for baby animals. They were also intrigued about the different gifts that God has given to His creatures and the places where they live. |

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| Where did child interest, questions and learning lead this inquiry? |
| * A group of children needed to explicitly explore what defined a living/non-living thing as well as what was classified as a need/want before we moved on to what living things need to survive. The children were fascinated by the emus, millipedes, bees and other natural wildlife they saw around the school and within their home environment, and several shared photos with the class, while others shared their knowledge during group discussions. We incorporated their interest in different animals into our inquiry unit by exploring animal families, life cycles, homes and diets. We were able to plan for two wonderful incursions this term; Rebecca Flanagan presented “Goldilocks and the Three Bears” as an interactive story, and Eco Action presented a “Minibeasts” incursion where the children were able to get hands-on with different insects and learn about their importance in our environment, how to care for them and what their different habitats and needs looked like. |

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| Differentiation Provided During the Unit: |
| * Small group work. * Scaffolded writing templates. * Providing opportunities for extension where required. |

REFLECTION: Considering the planning, process and impact of the inquiry

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| After teaching the unit |
| * It was wonderful to see the children engage in their learning. In particular, some of our more reluctant learners were eager to participate and share about their own experiences at home. The inquiry in each class evolved in slightly different ways based upon these interactions and conversations. There were some really great opportunities this term to form connections to our Devotions curriculum and explore how God created people, animals and plants with different purposes and unique qualities which helped to fulfil those purposes. We were also presented with a great opportunity to integrate Harmony Week into our learning as the students wondered about the purpose of animal characteristics and body parts, and we explored how the bible describes each person as an important part of the body of Christ, with God-given strengths and talents. |

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| Post Planning: (Sorting Out, Going Further, Making Conclusions and Taking Action) |
| Week 1   * Week one was a short two day week which we spent getting to know the children, observing their interests, engaging in conversations, supporting them to settle in and establishing routines. We invited families to send in a family photo and created a space in each classroom to display these as a way of sparking interest and fostering a sense of identity and belonging.   Week 2   * We began to explore who we are. It was wonderful to learn about the children's favourite things and see what we had in common and what was different. Using mirrors, the children each painted a self portrait and shared about what their favourite part of them is and why, as well of some of the things they like.   Week 3   * We began to explore our families. We looked at where everyone was born on a map. It was wonderful to hear about the people who live in each of the children’s houses and explore how families can look different from house to house and are all special. We built a pop-stick house and drew the people who live there inside the frame. We talked about the different names that we have for family members and brainstormed the ways family members help look after each other. The children created a special Valentine card to thank someone in their family.   Week 4   * The highlight of our week was our Teddy Bear Picnic Day today! We arrived at school to find a broken chair and wondered who did it, sharing our thoughts with our friends and having a go at writing this on paper. We also enjoyed lots of fun teddy bear themed activities including a porridge messy play tray and some bear crafts. After recess, we had a special visit from “Aria Belle” (Rebecca Flanagan) who told us the story of Goldilocks and the Three Bears through music and movement. We explored the Three Bears family and had fun creating our very own family trees! It was wonderful to hear the children continue to share the different names they use for people in their family, and explain how they were related (my cousins, my mum's brother etc).   Week 5   * We talked about why and how we were celebrating 'Tu-Tu Tuesday' and began to explore celebrations. We loved hearing what events different families celebrate and the children had fun sharing how they celebrate birthdays in their family. We even got to celebrate some of our friends’ birthdays!   Week 6   * We moved to online learning during this week as our classes became close contacts. Four times per day we met on Microsoft Teams with the children and enjoyed sharing some conversations, revising previously taught concepts and engaging in some fun activities together. We had a go at a directed drawing of a bear, created a card and read stories together. Families were encouraged to role play celebrations by having a teddy bears’ picnic.   Week 7   * We enjoyed concluding our History inquiry this week, as we finished off some celebration activities and explored further how stories are passed down from generation to generation. We even had our own celebration, making party hats and playing party games including musical statues!   Week 8   * We were very excited to begin our new Inquiry into living things and have had a very busy week! We discovered that baby animals had different names to adult animals and began wondering about where animals live. We had fun exploring different habitat setups to provoke interest and curiosity! We noticed our friendly neighbourhood emu's walking around our playground and read 'Edward the Emu'. We also read 'The Mixed Up Chameleon' in PPY, and ‘Pheobe’s Feathers’ in PPG, and discussed how God has made every creature and every person unique, with an important part to play in our world! We created our own crafts and labelled the body parts. We created links to Harmony week and how God has made us different on purpose - it is good that we are not the same and it is ok for us to look and think differently.   Week 9   * We have been exploring the needs of living things. We discovered that all living things have four basic needs: food, water, air and shelter. We read stories and created our own life cycle craft, gluing on the different stages of development (PPY explored the life cycle of a spider after reading ‘The Very Busy Spider’ and PPG explored the life cycle of a chicken which tied in beautifully as we began learning about Easter).   Week 10   * We began to investigate how just like animals, plants are also living things. We enjoyed learning about their needs and lifecycle, and even planted our very own mystery seeds in our 'mini greenhouses'. Some of them have begun to sprout roots and the children can't wait to see how they grow and change over the weekend! We read The Sunflower Parable by Liz Higgs and explored how growing sunflowers and tending a garden is one way of looking after God’s creation. We also learnt that we can ‘plant seeds of love’ in the hearts of our friends and family, just like the little boy in the story!   Week 11   * We enjoyed continuing to learn about the needs of plants and observing the changes in our 'mini greenhouses' as our seeds continued to grow. It was also wonderful to hear the children share about the many ways they can care for God's world. We ended the term by recapping our learning throughout our Biological Sciences inquiry and sharing about our favourite parts. |