



Sensational!

Term 3, May 2017

Our unit for this term is called 'Sensational'. Throughout the unit, the learners will be exploring the world around them by learning about the 5 senses.

On May 15th we will have our very exciting Entry Point at the Young Chef's Academy in KL. The learners will get the opportunity to create sensational food and use their five senses to get the whole sensory experience and idea!

By its nature, this topic is very hands on and we know that the children will have an exciting time!

IPC relies on communication and cooperation with parents, and we often request items or information from home to enhance learning. The children will be carrying out a mini project at home which encourages them to research their home country/country of choice through the 5 senses. More information about this will be communicated to you soon.

Literacy is integrated as much as possible into IPC so that the learners have a true purpose for their writing. Mathematics is also linked to the IPC topics when possible. On the following pages, you will find out more about how IPC works and how the other subjects are taught with a focus on the senses, during this unit.





About the Unit



- The IPC curriculum sets out clearly what children will learn – the learning goals – in three different areas:

1. The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child's own country. In many cases, the learning goals are more challenging.
2. Personal development – the characteristics that will help children become more responsible, independent learners.
3. International understanding – this helps children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects. During this unit we will be focusing on Society, Art, Physical Education, Science, Technology, Geography and International. The learning areas and learning goals are listed on the next page. All of the learning activities which we are going to do have been developed to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you.

We already know the interest you take in your child's learning. Please find time to discuss with your child what they are currently learning at Nexus and even let them teach you. As we previously said we will be asking for your support with this topic - it is very 'hands-on' and exploratory by nature. There may be little tasks we ask the children to do with you at home - related to their IPC topic. We recognise that the children are young and are often tired in the evening so we set tasks mainly for the weekends and we do try to make them as interesting as possible. If your child has some learning to research, please help them – but without actually doing the work for them. Your role is to support their learning.

By the end of the unit, we hope your child has achieved all of the learning targets. We also hope that they have had an enjoyable time in the classroom and that you have enjoyed seeing your child learn with enthusiasm. If you have any comments about the learning your child has done, please feel free to contact us.

Please find our subject learning areas and goals on the next pages. Below you will find our personal goals which relate to the Nexus Neuron.

Personal Goal Statements this Term

Adaptability - I am able to listen to others.

Resilience - I am able to work on an activity until it is finished.

Principled - I know that people may think differently.

Effective Communicator - I am able to use microphones and recorders to help people understand me.

Flexible Thinker - I am able to use some of my classmates ideas and my own to make up my mind.

Cooperation - I am able to change my role when working in a group.

Respect - I know about other's different needs.

Enquiry - I am able to talk (show) about how I could find things out

Rigorous Learner - I take care with the presentation of my work.

Internationally Minded - I know that we all look different and I show respect to everyone, no matter if they look the same or different to me.



What we will be looking at in each subject...

In **Science**, we'll be finding out:

- About our senses and how we use them.
- What happens when we are deprived of our senses.
- How sound travels and how our senses of taste and smell are connected.
- About the sensory qualities of different materials.

In **Technology** we'll be finding out:

- How to make a gingerbread man by exploring taste, colour and texture.
- How to make a musical instrument that pleases our sense of sound.



In **Art**, we'll be finding out:

- About different artists and how their work appeals to our senses.
- How colour, pattern and shape can be used to appeal to our senses.
- How we can create our own art to show what we have learnt about the senses.



In **Music** with Ms. Ann:

This term the learners will be singing songs individually and in groups, which coincide with their topic 'Sensational'. Learners will also be participating in activities to develop a sense of beat and rhythm. They will explore ways in which sounds can be made, changed and organised to create a performance in a rondo structure. Learners will also use percussion instruments to play simple pieces.

In **International**, we'll be finding out:

- How we experience and remember places through our sense of smell, taste, touch, hearing and sight.

Maths

- Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug)
- I am able to sequence three or more numbers from smallest to biggest.
- I am able to count forwards and backwards to 100 from any number.
- I am able to add fluently within 10.
- I am able to subtract fluently within 10.
- I am able to add and subtract one and two digit numbers to 20, including 0.
- I am able to answer missing number addition and subtraction questions within 10.
- I am able to count in 2's to 20, 5's to 50 and 10's to 100.
- I am able to solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- I am able to find half of an object or number.
- I am able to find quarter of an object or number.
- I am able to measure time in seconds, minutes and hours.

Language Arts

- 1.7 Be able to express opinions about major events, ideas and characters in what they read
- 1.8 Be able to summarise and retell what they have read
- 1.9 Be able to read familiar passages aloud with fluency and expression
- 1.10 Be able to recognise the main features of what they read.
- 1.1 Be able to make contributions to class and group discussions
- 1.2 Be able to ask and respond to questions
- 1.3 Be able to follow the conventions of conversation
- 1.4 Be able to give consideration to the needs of the listener
- 1.5 Be able to give and respond to oral directions
- 1.6 Be able to recite and respond to familiar stories, poems and Rhymes



Bahasa Integration with Ms Marie

For this term, learners will learn words about their sensory organs in The Malay language. They will explore how senses react to new things, places and people. Learners will be making a little booklet on what they and their friends like to smell, see, touch, hear, taste and feel.

Spanish with Ms Sally

This term in Spanish learners will learn about 'my pets' and the realm of animals. They will learn the name of domestic animals and will be able to describe their colour and size using simple sentences. They will be able to recognise key vocabulary for a range of animal habitats such as the farm, jungle and ocean and will identify which animal lives in which environment. Learners are able to give key information verbally using simple sentences and may be able to use connectives to join two sentences together. They are able to use adjectives to describe a variety of animals and their habitats, and begin to read and write in sentences or short texts in the target language.

Mandarin with Ms Brenda

This term Mandarin will tackle the topic of My Pets. The learners will be learning to name the pets. They are going to identify pets from the wild animals or farm animals. They will also learn to categorize the animals according to their habits and features. They will explore the vocabulary relating to the context in a fun and interactive ways using songs and gestures, role plays and drawings. They will also focus on pronunciation of words and recognition of characters. They will practise to speak about pets, describe them with colors and other adjectives and match pictures with words.



PE with Ms Sam Burrows

This term learners will be focusing on Team Games, as well as continuing with their Swimming programme. During the Team Games unit learners will be looking at different ways of working together in small groups, taking on different roles within the games and applying skills learnt previously to games situations. Alongside Team Games, learners will continue to refine and develop their swimming ability. They will also improve on their knowledge of the principles of water safety and be able to spend time at ease in the water. Learners will also be doing Dance for four weeks, where they will be looking at the use of travel, balance and levels, as well as pair and small group work, to form a routine. Learners must ensure that they turn up to PE in the correct uniform, this includes their Nexus PE kit, a water bottle, their hair tied up and all jewelry removed, including watches, necklaces, bracelets and earrings for health and safety.

Bahasa with Mr Saiful

For this term, learners will learn to recognise and say key vocabulary for animals. They will then use learned vocabulary to construct simple sentences to describe pets. Our teaching goal is to focus on language learning skills, such as simple oral expression, simple grammatical constructions and simple oral comprehension. Learners will also be introduced to basic Malay phonics reading. They will be encouraged to communicate in the target language as much as possible through a range of simple speaking, listening, reading and writing activities.

Our Learning Goals

International learning goals

- 1.1 Know that children within the class and school have different home countries.
- 1.2 Know the names and approximate locations of home countries of children within the class.
- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country.
- 1.4 Be able to respect one another's individuality and independence.
- 1.5 Be able to work with each other where appropriate.

Art learning goals:

- 1.1 Know about some of the forms used by artists in their work.
- 1.2 Be able to use a variety of materials and processes.
- 1.3 Be able to suggest ways of improving their own work.
- 1.4 Be able to comment on works of art.
- 1.5 Understand that the work of artists can be seen in a wide variety of places and situations.

Technology learning goals:

- 1.1 Know that products in everyday use have an effect on people's lives.
- 1.2 Be able to plan what they are going to make.
- 1.3 Be able to describe their plans in pictures and words.
- 1.4 Be able to use simple tools and materials to make products.
- 1.5 Be able to choose appropriate tools and materials for their tasks.
- 1.6 Be able to comment on their own plans and products and suggest areas of improvement.

Science learning goals:

- 1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
- 1.2 Be able to pose simple scientific questions
- 1.3 Be able to identify ways of finding out about scientific issues
- 1.4 Be able, with help, to conduct simple investigations • Thinking about what will happen • Using, with help, simple scientific equipment • Recognising when a test or comparison with one variable is fair. • Observing what happens • Comparing what happened with what they thought would happen • Offering explanations for what happened and why it happened • Making simple comparisons, identifying similarities, differences and simple patterns • Recording and communicating their observations – orally, in writing and through ICT.
- 1.5 Be able, with help, to gather information from simple texts.
- 1.17 Know about the senses.
- 1.24 Know the names and properties of a range of materials.
- 1.25 Know about the uses of different materials.
- 1.27 Be able to describe similarities and differences between materials.
- 1.28 Be able to sort materials into groups according to their properties.
- 1.34 Know that darkness is the absence of light.
- 1.35 Know that sounds travel from sources.
- 1.36 Know that sounds are heard when they enter the ear.
- 1.37. Understand that sound and light come from a variety of sources.
- 1.38. Be able to describe the actions that result in changes in light, sound or movement.

AFL Focus

ICT 1.06 Be able to work with a range of simple tools such as text, tables, images, sounds and graphs.

Science 1.02 Be able to pose simple scientific questions.