

Where We Are In Place And Time

Cities can change and develop

Lines of Inquiry

- Features of cities
- How cities have change
- Why cities change

Approaches to learning

- Research Skills
- Communication Skills

Key Concepts

- Form
- Change
- Causation

Related Concepts

- Community
- Population

Learner Profile

- Knowledgeable
- Communicator
- Thinker

Trans-Disciplinary Learning

(Additional learning objectives for UK students are highlighted in blue)

Language

- Extend vocabulary, exploring the meanings and sounds of new words
- Create illustrations to match their own written text
- Listen to different interpretations of visual images with an open mind
- **Recognise ICT iconography and prompts to complete a task**

Mathematics

- Compare and contrast 2D and 3D shape
- Compare the length, mass and capacity of objects using non-standard units
- Record information about themselves and their surroundings in different ways
- **Choose and use simple measuring instruments, reading and interpreting numbers**

Personal, Social & Physical Education

- Describe some physical and personal characteristics and personal preferences
- Independently complete developmentally appropriate tasks
- Talk about interactions with the environment
- **Solve problems and overcome difficulties**

Art

- Select tools, materials and processes for specific purposes
- Take responsibility for own and others' safety in the working environment
- Participate in individual and collaborative creative experiences
- **Identify, plan and make specific choices of materials, tools and processes**

Science

- Ask questions about how and why things change
- Describe how properties affect the behaviour of materials
- Classify and sort objects with a variety of properties and confidently explains reasoning
- Read a simple map identifying some features
- **Create own maps including features of known area**

Social Studies

- Explain the way advances in technology affect individuals
- Identify why people need to work together for communities to function
- Explain how they are part of a community
- **Compare the ways technology is changing the way people interact**

By the end of this unit...

Children will be able to express their feelings about different works of art. They will begin expressing their personality through dance and visual arts. They will also become more confident communicating their likes and dislikes while responding to the art of others.

How you can support your child at home:

- Show children a variety of maps such amusement parks, MTR and cities to observe and encourage them to share their findings. Demonstrate how maps are used.
- Use photos of grandparents, parents and children to compare how their living environment or city has changed over the years and how these changes have impacted them.
- Provide building blocks, recycle materials and writing tools to your child for creating a city and labelling different parts of it. Ask your child to describe the different features.



我們身處什麼時空

中心思想: 城市可以改變和發展

高低班單元通訊

探究線索

- 城市特色
- 城市如何變化
- 為什麼城市會發生變化

學習方法技能

- 研究技能
- 交流技能

重要概念

- 形式
- 變化
- 原因

相關概念

- 社區
- 人口

學習者培養目標

- 知識淵博
- 善於交流
- 勤於思考

跨學科學習

(藍色顯示的部分為高班的學習目標)

語言

- 懂得在全班和小組面前傾聽和適當的發言
- 辨識生活中的圖像、標誌及符號,能理解其含意
- 懂得從書本中找資料以解答問題
- 能運用文字書寫自己要表達的意思

數學

- 比較和對比平面和立體形狀
- 使用非標準單位比較物體的長度、質量和容量
- 用不同的方式記錄自己和周圍環境的信息
- 創作和擴展複雜的圖案
- 選擇和使用簡單的量度工具進行讀取和闡釋數據

個人、社會教育和體育

- 描述一些身體和個人特徵以及個人喜好
- 獨立地完成适合自己發展程度的任務
- 討論與環境的相互作用提問問題和表達疑惑
- 解決問題及克服困難

藝術

- 為特定目的選擇工具、材料和步驟
- 在工作環境中,為自己和他人的安全負責
- 參與個人和協作的創意體驗
- 辨識、計劃、明確選擇材料、工具和步驟

科學

- 提問事物變化的方式和原因
- 描述事物的屬性如何影響材料的反應
- 對具有各種屬性的物件進行分類和排序,並自信地解釋推理
- 閱讀簡單地圖並辨別一些地圖標示
- 創作自己的地圖包括已知地方的特徵

社會學

- 說明科技進步影響個人的方式
- 辨識為甚麼人們需要共同努力才能使社區發揮作用
- 說明他們如何成為社區的一分子
- 比較科技改變人們互動的方式

單元完結後,我們希望:

兒童將了解到城市不同的特徵以及城市與 鄉村之間的分別。他們將展示城市如何運作和變化,以滿足人們的需求。他們將認識和描述過去和現在城市之間的差異。

您如何在家中協助孩子:

- 家長可展示各種地圖,例如:遊樂園、地鐵路線和城市等,以觀察並鼓勵孩子分享所發現的事物。同時,家長亦可向他們演示如何使用地圖。
- 使用祖父母、父母和孩子的照片,比較他們的生活環境或城市多年來的變化,以及談論一下這些變化對他們的影響。
- 為您的孩子提供積木、回收材料和書寫工具,用於創建城市並標記城市的不同部分。同時,讓您的孩子描述所創建的城市不同的特徵。

