



**SHINAGAWA
INTERNATIONAL
SCHOOL**

**Shinagawa International School
Units of Inquiry
Preschool**

Transdisciplinary Theme	Who we are	How we express ourselves	How the world works	How we organize ourselves
	<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <ul style="list-style-type: none"> ● PSPE identity Phase 1 ● Conceptual understandings. ● Each person is an individual. ● As people grow and change they develop new skills, understandings and abilities. ● Emotions, attitudes and beliefs influence the way we act. ● Positive thoughts help us to develop a positive attitude. ● Knowing how we are similar to and different from others helps shape our understanding of self. ● Reflecting on our experiences helps us to understand ourselves better. ● Developing independence builds self-worth¹ and personal responsibility. <p>The student will be able to:</p> <ul style="list-style-type: none"> ● identify themselves in relation to others (for example, family, peers school class, ethnicity, gender) describe how they have grown and changed ● describe some physical and personal characteristics and personal preferences ● talk about similarities and differences between themselves and others 	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Arts Creating Phase 1 We can enjoy and learn from creating art. The creative process involves joining in, exploring and taking risks. In creating art, people make choices to construct meaning about the world around them. We can express ourselves through arts. Our experiences and imagination can inspire us to create.</p> <p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> ● use vocal sounds, rhythms and instruments to express feelings or ideas ● create and accompany music using a variety of sounds and instruments ● play untuned percussion instruments in time with a beat ● use the voice and body to create musical patterns ● explore sound as a means of expressing imaginative ideas ● recreate sounds from familiar experiences ● participate in performing and creating music both individually and collectively ● record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow) ● create their own basic musical instruments. <p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> ● engage with, and enjoy a variety of visual arts experiences ● select tools, materials and processes for specific purposes 	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Science strand(s) Living things Science skills</p> <ol style="list-style-type: none"> Observe carefully in order to gather data Use a variety of instruments and tools to measure data accurately Use scientific vocabulary to explain their observations and experiences Identify or generate a question or problem to be explored Plan and carry out systematic investigations manipulating variables as necessary Make and test predictions Interpret and evaluate data gathered in order to draw conclusions Consider scientific models and applications of these models (including their limitations) <p>The student will be able to:</p> <ul style="list-style-type: none"> ● identify the parts of plants that are used by other living things (for example for food, shelter, tools) ● be aware of the role of plants in sustaining life (for example, providing oxygen, food) ● show responsibility when caring for plants. 	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Social studies strand(s) Human systems and economic activities Social organization and culture Social studies skills</p> <ol style="list-style-type: none"> Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources <p>The student will be able to:</p> <ul style="list-style-type: none"> ● identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of) ● talk about the reasons that rules are necessary in the various communities to which he or she belongs ● suggest some suitable rules and routines for the class ● demonstrate ability to apply existing rules and routines to work and play with others.



		<ul style="list-style-type: none"> combine different formal elements to create a specific effect realize that their artwork has meaning use their imagination and experiences to inform their art making create artwork in response to a range of stimuli take responsibility for the care of tools and materials take responsibility for their own and others' safety in the working environment participate in individual and collaborative creative experiences. 		
Central Idea	How the different parts of my body work for me.	We express our thoughts and emotions through creativity.	Light is all around us and behaves in many ways.	People play different roles in communities to which they belong.
Concepts	<ul style="list-style-type: none"> Form 	<ul style="list-style-type: none"> Form Perspective Responsibility 	<ul style="list-style-type: none"> Change Connection Responsibility 	<ul style="list-style-type: none"> Form Function Reflection
Related Concepts	<ul style="list-style-type: none"> Identity Growth 	<ul style="list-style-type: none"> Similarities & Differences Opinion Rights 	<ul style="list-style-type: none"> Properties Pattern Consequences 	<ul style="list-style-type: none"> Systems Patterns Behavior
Concepts - Lines of Inquiry	<ul style="list-style-type: none"> Identifying parts of body, including systems and organs Similarities and differences of my body to the children around the world Measuring and comparing body size 	<ul style="list-style-type: none"> What art is How preferences differ Expressing ourselves with care 	<ul style="list-style-type: none"> Function - Discovering what objects make shadows Causation - How light behaves when objects/bodies move Connection - How light affects what we see 	<ul style="list-style-type: none"> Roles of people who are part of our communities How communities are organized Codes of behavior within various communities to which we belong
Subject Focus	<ul style="list-style-type: none"> Language Math PSPE Social Studies 	<ul style="list-style-type: none"> Language Math PSPE Art 	<ul style="list-style-type: none"> Language Math PSPE Science 	<ul style="list-style-type: none"> Language Math PSPE Social Studies



IB LP/PYP Attitudes	<ul style="list-style-type: none">• Communicator, Inquirer• Independence, Curiosity	<ul style="list-style-type: none">• Communicator, Open-Minded, Reflective• Confidence, Creativity, Appreciation	<ul style="list-style-type: none">• Thinker, Knowledgeable• Curiosity	<ul style="list-style-type: none">• Risk-Taker, Reflective, Thinker• Commitment, Cooperation, Integrity
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SIS Preschool (Year A) Units of Inquiry



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