

# How We Organize Ourselves

Central Idea: People work together to create goods and services that a community needs

## Upper & Lower Kindergarten Unit Newsletter

### **Transdisciplinary Learning**

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

#### Lines of inquiry

- The needs of people in a community
- Using money to buy and sell goods and services
- Our responsibility as consumers

#### ATLs

- Thinking skills
- Research skills

#### Specified Concepts

- Form
- Function
- Connection

#### Additional Concepts

- Value
- Systems

#### Learner Profile

- Reflective
- Principled
- Balanced

#### **Language**

- Locate and use ICT iconography to activate different devices and follow prompts
- Read a range of familiar and common words
- Include letters and numbers when presenting ideas
- **Locate the start and end of sentences on pages with multiple lines of text**
- **Demonstrate an awareness of the conventions of written text**

#### **Maths**

- Name the number that is one more of one less than a given number to 10
- Identify patterns in numbers
- Record information about themselves and their surroundings in different ways
- **Analyse and describe the relationship between 2D and 3D shapes**
- **Solve simple addition problems using stories and manipulatives**

#### **Art**

- Identify and explain why certain body postures and movements communicate certain ideas and feelings
- Respond to dramatic ideas through spoken, visual, auditory and kinaesthetic mediums
- **Compare a variety of dance genres from different cultures**

#### **PSPE**

- Independently complete developmentally appropriate tasks
- Know and apply appropriate strategies to resolve challenging social issues
- **Share ideas clearly and confidently**

#### **Science**

- Classify and sort objects with a variety of properties and confidently explains reasoning
- **Describe what living things need in order to survive**

#### **Social studies**

- Ask questions about the past, present and future
- **Compare the ways technology is changing the way people interact**

#### **By the end of this unit:**

Children will understand that currency is an important part of our daily social and economical interactions, as it facilitates trade, enables the exchange of goods and services, and helps them grasp the value of money in budgeting and saving for future needs.

#### **How you can support your child at home**

- Organize a Family Trade Day: Set up a day where family members can trade items with each other. This can help your child understand the concept of trade and the value of goods.
- Play Money and Trade Games: Engage your child in games that involve both currency and trading, such as a pretend store or board games that require negotiation and exchange, to reinforce these concepts in a fun way.
- Visit Local Markets: Take your child to local markets or fairs. Discuss how vendors trade goods and how currency is used in these exchanges, reinforcing the relationship between trade and money.



# 我們如何組織自己

## 中心思想：人們共同努力創造社區所需的商品和服務 高低班單元通訊

### 探究線索

- 社區中人們的需求
- 用錢幣購買和售出的商品和服務
- 我們身為消費者的責任

### 學習方法技能

- 思考技能
- 研究技能

### 特定概念

- 形式
- 功能
- 連繫

### 附加概念

- 價值
- 系統

### 學習者培養目標

- 及時反思
- 堅持原則
- 全面發展

### 超學科主題學習 (藍色顯示的部分為高班的學習目標)

#### 語言

- 能感受不同情境時的語氣及語調所表達的不同含義
- 能聽懂老師的指示, 並用中文作出簡單回應
- 能討論書籍中的圖片並明白它所傳達的信息
- 能主動參與中文閱讀, 發音大致準確, 喜歡選擇書籍自行閱讀, 對閱讀有興趣
- 初步表現出字型結構的概念
- 用簡單文字表達意思
- 理解和使用常用的標點符號

#### 數學

- 能說出數字10以內多1或少1的數字
- 用不同的方式記錄自己和周圍環境的信息
- 辨別數字的模式
- 比較和對比平面和立體形狀
- 運用故事和教具來解決簡單的加法問題

#### 藝術

- 辨別並解釋為何某些特定的姿勢和動作表達想法和感受
- 通過語言、視覺、聽覺和動覺對戲劇表演作出回應
- 比較來自不同文化的舞蹈類型

#### 體育、社交和個人教育

- 獨立地完成適合自己發展程度的任務
- 知道並運用適當的策略來解具有挑戰性的社交問題
- 清晰和自信地分享意見

#### 科學

- 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
- 描述生物生存所需要的物質

#### 社會學

- 提出關於過去、現在和未來的問題
- 比較科技改變人們互動的方式

### 單元完結後，我們希望：

孩子們將了解貨幣是我們日常社會和經濟互動的重要組成部分，因為它促進貿易，實現商品和服務的交換，並幫助他們在預算和儲蓄以備將來之需，及掌握貨幣的價值。

### 在家中的活動建議：

- 組織家庭買賣日：設立一個家庭成員可以互相交易買賣的日子。這可以幫助您的孩子了解買賣的概念和商品的價值。
- 進行錢幣交易遊戲：讓您的孩子參與錢幣和交易的遊戲，例如商店或需要買賣和交換的桌上遊戲，以有趣的方式強化這些概念。
- 參觀當地市場：帶您的孩子去當地市場或市集，討論供應商如何交易貨物以及貨幣在這些交換中如何使用，從而加強貿易與貨幣之間的關係。

