

Who We Are

Central Idea: The diverse backgrounds of people enhance our experiences and perspectives

Upper & Lower Kindergarten Unit Newsletter

Lines of inquiry

- Where people come from
- Commonalities between people
- Our responsibilities toward each other

ATLs

- Social Skills
- Communication skills

Specified Concepts

- Form
- Connection
- Responsibility

Other Concepts

- Identity
- Community

Learner Profile

- Open-minded
- Communicator
- Caring

Transdisciplinary Learning

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

Language

- Respond to stories read aloud with relevant comments, questions or actions
- Presenting in front of a group, with some facilitation
- Explore writing and value their own efforts
- **Make text-to-world connections**

Maths

- Rote count 1-15
- Demonstrate one-to-one correspondence with up to 15 items
- Record information about themselves and their surroundings in different ways
- **Demonstrate one-to-one correspondence with up to 20 items**

Art

- Work individually or in groups with trust and confidence
- Take responsibility for own and others' safety in the working environment
- Use their imagination and experiences to inform their art making
- **Demonstrate control of tools, material and processes**

PSPE

- Manage their own personal hygiene
- Describe some physical and personal characteristics and personal preferences
- Have a developing respect for their own cultures and beliefs and those of other people
- **Recognise others' perspectives and accommodate these to shape a broader view of the world**

Science

- Differentiate between land and water on globes and maps
- Read a simple map identifying some features
- **Interpret maps of familiar places**

Social studies

- Name where they have come from, what they look like and can do
- **Describe changes in self and abilities**

By the end of this unit:

Children will understand that our cultural, physical, and personal traits add quality to our lives. They will reflect on the unique experiences and identity of themselves and others in order to expand their perspective. Students will use this knowledge of others to act responsibly and develop an open-minded and caring nature.

How you can support your child at home

- Encourage children to research their family history and create a family tree or a presentation about their heritage.
- Prepare meals from different cultures together, discussing the origins and significance of the dishes.
- Read books from various cultures and discuss the themes, focusing on similarities in experiences and values. Compare and contrast cultural retellings of familiar stories such as "Cinderella."
- Have children keep a journal where they can reflect on their experiences with their new classmates and write (or draw) about what they learn, how they feel, and their favourite memories of the day.



我們是誰

中心思想：人們的多元化背景能豐富我們的經驗和視角

高低班單元通訊

探究線索

- 人們從哪裡來
- 人們之間的共性
- 我們對彼此的責任

學習方法

- 社交技能
- 交流技能

特定概念

- 形式
- 連繫
- 責任

相關概念

- 身分
- 社區

學習者培目標 特質

- 胸襟開闊
- 善於交流
- 懂得關愛

超學科主題學習

(藍色顯示的部分為高班的學習目標)

語言

- 能聽懂老師的指示，並用中文作出簡單回應
- 懂得在全班和小組面前傾聽和適當的發言
- 觀察和討論書籍中的圖片並明白它所傳達的信息
- 對閱讀感興趣，有常閱讀的習慣
- 能聽懂／明白中文的指示和要求，並作出回應
- 能按正確筆劃書寫文字

數學

- 按照順序口數1-15
- 展示出數字1-20與物體數量之間「一一對應」的關係
- 用不同的方式記錄自己和周圍環境的信息
- 在數線上將數字1-20排序

藝術

- 能獨立或在群體中有自信和予以信任地工作
- 在工作環境中，為自己和他人的安全負責
- 運用想像力和經驗來了解藝術創作
- 演示對工具、材料和步驟的掌控

體育、社交和個人教育

- 管理好自己的個人衛生
- 描述一些身體和個人特徵以及個人喜好
- 尊重自己和他人的文化和信仰
- 認識他人的觀點並加以適應，以塑造更廣闊的世界觀

科學

- 在地球儀和地圖上辨別陸地和海洋
- 閱讀簡單地圖並辨別一些地圖標示
- 能夠說出地圖上熟悉的地方

社會學

- 說出他們來自哪裡，他們的模樣和本領
- 描述自我的變化和能力

單元完結後，我們希望：

孩子們將理解我們的文化、身體和個人特質，為生活增添價值。他們將反思自身與他人的獨特經歷和身份認同，從而拓展視野。孩子將運用對他人背景的認知，學會胸襟開闊以及懂得關愛。

在家中的活動建議：

- 探索家族歷史鼓勵孩子研究家族史，製作族譜或關於家族傳承的簡報。
- 一起烹製不同文化的傳統菜餚，討論食物的起源與意義。
- 閱讀各國文學作品，聚焦主題中相通的情感與價值觀。可對比不同文化版本的經典故事，例如：《灰姑娘》等。
- 讓孩子用日記或圖畫記錄與新同學的互動，寫下／畫下所學所感，以及每日最珍貴的回憶。

