

# Integrated English, History, Mathematics, Science and Technology

## Sample Stage 1 scope and sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b> 1.5 hours per week	<b>Integrated unit – Toys</b> Students investigate differences, similarities, changes and continuities by comparing and contrasting toys of their grandparents and parents with toys that they play with today. They participate in a design challenge to explore how toys move and what makes them move through air, in water or on the ground. Students also draw on their mathematical skills in order to gather and display data in a variety of ways, including through the use of lists, tally marks, tables and picture graphs. They communicate their findings and ideas using spoken language and compose written texts, for example procedures and recounts, using digital technologies as appropriate. <b>Outcomes</b> <b>History:</b> HT1-1, HT1-4 <b>Science and Technology:</b> ST1-1VA, ST1-4WS, ST1-5WT, ST1-7PW, ST1-16P <b>English:</b> EN1-1A, EN1-2A, EN1-3A, EN1-5A, EN1-9B <b>Mathematics:</b> MA1-17SP									
<b>Term 2</b> 1.5 hours per week	<b>HISTORY – Changing families</b> In this unit, students explore changes and continuities in past and present family life within the context of their own world. They investigate similarities and differences in family life, including structures and roles, by comparing the present with the past. Students engage in conversations and discussions about sources, such as objects and photographs from the past, to pose the question, ‘How do we know?’ <b>Outcomes</b> <b>History:</b> HT1-1, HT1-4 <b>English:</b> EN1-1A, EN1-4A, EN1-8B				<b>SCIENCE AND TECHNOLOGY – What’s that sound?</b> Students use the findings of their investigation of sound and the properties of materials, to develop a plan for materials that could be used in a quiet space. Investigations are conducted through cooperative teamwork to encourage the development of group interaction skills. Groups communicate their findings to the class using drawings and digital technologies as appropriate. <b>Outcomes</b> <b>Science and Technology:</b> ST1-3VA, ST1-4WS, ST1-5WT, ST1-6PW, ST1-13MW, ST1-14BE <b>English:</b> EN1-1A, EN1-2A, EN1-6B, EN1-12E					
<b>Term 3</b> 1.5 hours per week	<b>HISTORY – Then and now</b> In this unit, students use a range of sources from the past in order to explore the passing of time, sequencing and the significance of the past, present and future. Students engage in conversations and discussions about days, holidays and events, and cultural differences in days celebrated by their families. Drawing on personal experience and feelings, they compose texts that describe and recount their favourite celebrated events. <b>Outcomes</b> <b>History:</b> HT1-1, HT1-4 <b>English:</b> EN-1A, EN1-2A, EN1-3A, EN1-7B				<b>SCIENCE AND TECHNOLOGY – Water in my world</b> Students explore ways that people use science in their daily lives to care for the Earth’s resources. They use a range of information sources and technologies to identify ways that they can be actively involved in caring for some common resources, including water, sustainably. In developing their understanding of the ways people use water in their daily lives, they gain an appreciation for water as a precious natural resource. Students draw on their mathematical skills to gather and display information related to investigations of water usage, in the form of graphs and tables. Shared reading and discussions incorporate a variety of imaginative and informative texts related to water. Drawing on topic knowledge, students compose a variety of texts. <b>Outcomes</b> <b>Science and Technology:</b> ST1-2VA, ST1-4WS, ST1-5WT, ST1-9ES, ST1-15I <b>English:</b> EN1-1A, EN1-2A, EN1-4A, EN1-5A, EN1-10C <b>Mathematics:</b> MA1-17SP					
<b>Term 4</b> 1.5 hours per week	<b>Integrated unit – Playgrounds – past and present</b> Through reading, viewing and responding to texts and examining photographic evidence, students explore past and present family life by investigating similarities and differences between their leisure activities and those of their parents and grandparents. They research, discuss and recount stories of family and local history and draw on comprehension strategies to explore a range of sources about the past. Students investigate how the materials used and the designs of a range of places and spaces in their local environment are influenced by their purpose. They apply learning in mathematics to collect and record observations, to check and classify data, and to represent and interpret displays of data using lists and tables. Students communicate their observations, findings and ideas using oral and written language. <b>Outcomes</b> <b>History:</b> HT1-1, HT1-4 <b>Science and Technology:</b> ST1-1VA, ST1-4WS, ST1-5WT, ST1-13MW, ST1-14BE <b>English:</b> EN1-1A, EN1-2A, EN1-5A, EN1-11D <b>Mathematics:</b> MA1-17SP									