

Planet or Plastic? Exhibition Curriculum Links (Primary)

Science

Aims

- Provide students with experiences which build on their interest in and stimulate their curiosity about their environment
- Provide students with basic scientific terms and concepts to help them understand themselves and the world around them
- Provide students with opportunities to develop skills, habits of mind and attitudes necessary for scientific inquiry
- Prepare students towards using scientific knowledge and methods in making personal decisions
- Help students appreciate how science influences people and the environment

Skills and Processes

- Engaging with an event, phenomenon or problem through
 - Formulating hypothesis
 - Generating possibilities
 - Predicting
- Learn to communicate information through various forms like verbal, tabular, graphical or pictorial

Ethics and Attitudes (P3 & P4)

- Show curiosity in exploring the surrounding living and non-living things by asking questions.
- Show objectivity by using data and information to validate observations and explanations about the properties and uses of materials

Knowledge, Understanding and Application (P3 & P4)

- Relate the use of various types of materials (ceramic, fabric, glass, metal, plastics, rubber, wood) to their physical properties

Character and Citizenship Education

Social and Emotional Competencies

- Learn to make responsible decisions

Learning Outcomes

LO7: Learn to care for others and contribute actively to the progress of our community

Domain: World – Knowledge, Active Citizen (P5 – P6)

- Recognise the qualities of an informed citizen in a globalised world
- Develop an interest in current affairs in Singapore and in the world

Social Studies

Curriculum Aims

- Understand different perspectives, and negotiate and manage complex situations
- Apply reflective thought in making quality decisions
- Analyse, evaluate information, consider different viewpoints and exercise discernment in reaching well deliberated conclusions and responsible decisions

Key Learner Outcomes: Values

- Show curiosity to learn more about the world they live in
- Show care for the community and the environment

Key Learner Outcomes: Knowledge

- Understand the relationship between people and the environment over time and space

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Languages

Listening and Viewing

LO2: Use appropriate skills and strategies to process meaning from texts

- Construct meaning from visual text (for eg. pictures, diagrams, charts, icons, etc.)
- Develop the ability to draw conclusions or make inferences based on prior knowledge, visual and contextual clues

LO3: Use appropriate skills and strategies to evaluate texts

LO4: Develop a positive attitude towards listening to and viewing a variety of texts for enjoyment and understanding

Art

Domain: See

- Able to describe, analyse, interpret, evaluate art (Visual Inquiry)

Key stage 1

- LO1: Identify simple visual qualities in what they see around them

Key stage 2

- LO1: Identify and differentiate visual qualities
- LO2: Gather information from visuals and what they see

Key Stage 3

- LO1: Make informed links between the use of visual qualities and intentions of artists

Domain: Express

- Generate ideas for their artmaking from observing visuals and the world around them

Domain: Appreciate

- Show an appreciation for different art forms eg.
Fine Art: (2-dimensional e.g. drawing, painting, collage, print and 3-dimensional e.g. sculpture, assemblage)
Design: graphic design, product design, etc.
Digital Media: video, animation, photography, etc.

Key Stage 1

- LO6: Develop an interest in looking at and creating art

Science

<u>Processes</u>	<u>Ethics and attitude</u>	<u>Domain(s)</u>	
<ul style="list-style-type: none"> - Creative problem solving - Decision making 	<p><u>Responsibility</u> Show care and concern for living things and awareness of the responsibility they have for the quality of the environment.</p>	<p><i>Science in society</i></p> <ul style="list-style-type: none"> - Understanding role and impact of science and technology in society - Contributing to the progress of science knowledge 	<p><i>Science and the environment</i></p> <ul style="list-style-type: none"> - Understanding place of humanity in the universe - Awareness of safety and biological issues, e.g. SARS, AIDS, damage from pollution etc - Care and concern for the environment
<p>Syllabus Aims:</p> <ol style="list-style-type: none"> 1. Prepare students towards using scientific knowledge and methods in making personal decisions 2. Help students appreciate how science influences people and the environment 			
<p>Theme: Interactions Primary 5/6: Interactions within the environment</p>			
<p><i>Essential takeaways:</i></p>	<ol style="list-style-type: none"> 1. There are interactions among Man, living and non-living things in the environment. 2. Man can interact with the environment and make positive or negative impacts. 3. Man plays an important role in conservation to ensure continuity of life and availability of resources. 	<p><i>Key inquiry questions:</i></p>	<ol style="list-style-type: none"> 1. How does man better understand the environment? 2. What are the consequences of Man’s interactions with the environment?
<p>Ethics and attitude:</p>	<ol style="list-style-type: none"> 1. Show <u>concern</u> by being respectful and responsible towards the environment and the organisms living in it. 2. Show <u>concern</u> for Man’s impact on the environment. 		

Character and Citizenship Education

<u>Domain</u>	<u>Focus</u>	<u>Learning outcomes</u>	<u>Key questions</u>
World (Primary 5/6)	Being an active citizen in a globalised world	LO8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen	<p>Identity: What does it mean to be an active citizen in a globalised world?</p> <p>Relationships: How do we interact with the people in a globalised world?</p> <p>Choices: How would we use our strengths and abilities to meet the needs of a globalised world?</p>
Knowledge	Recognise the qualities of an informed and responsible citizen in a globalised world		
Skills	<p>Perspective taking: Consider different points of view to make decisions based on sound values</p> <p>Reflection: Think back and learn from experiences from regional countries</p>		
Attitudes	<ol style="list-style-type: none"> Being concerned about what affects the world Being proactive to keep oneself informed 		