



Dear Parents of EMW Primary,

We have had a busy end to our Unit 4 inquiries and have leapt into Unit 5. Teachers have been busy preparing interesting and engaging lessons for our students and we will continue to run our whole grade assemblies. We are looking forward to Earth Day and the upcoming 3-way conferences.

We hope that everyone has been finding ways to keep our minds focused during this remote learning time. It can be challenging and we know that there are many changes taking place. We urge parents to read our counselor's parent tips page in this newsletter. Wellness experts suggest to limit the amount of news consumed each day, surround yourself with positive people and to think ahead to what you are looking forward to each day, even the small moments that bring joy.

We wish all families a restful Qing Ming holiday ahead with your families from 2nd to 5th of April.

**Co-Vice Principal of EMW Primary
Karen Mathieson & Clara Li**



The struggles of lockdown

Living in lockdown is challenging for everyone and parenting during this time becomes even more difficult. Trying to take care of household commitments, working from home and guiding children's online learning, parents are easily exhausted and burnt out. Here are some lockdown tips for parents to be remembered.

- 1. Take care of yourself!** In order to look after those around, you need to look after yourself first. Self-care is not a luxury or selfish thing to do. Don't feel guilty for sparing some time to take care of yourself and do what you enjoy. This could mean connecting with friends online, going on a daily walk, reading, eating well etc. Just as we want our children to be calm and regulate their emotions well, parents should set examples first by actively pursuing and working on their well-beings. Remember your stress level could bring detrimental effects on your child.
- 2. Be realistic about your child's behavior.** It is completely normal when your child cannot sit still for the whole day during online learning and loses focus sometimes. Don't worry that your child would miss out a lot of learnings at home in comparison to school. If they miss out on learning a few skills or some social interactions, they will compensate when school resumes. Understand this is not an easy period of children either and prioritize supporting their wellness more than academic skills.
- 3. Set clear structure and routines.** Children thrive in clear and simple structured activities as they feel secure in it and behave better. Plan your kid's routine with them; this would allow them to feel in control of their day. Be consistent with the routine and make sure they have free times (that are away from the screens!) and outdoor activities on a daily basis.
- 4. Maintain healthy habits.** Have children get some physical activities (i.e dancing, skipping, roller skating, cycling, playing badminton, Frisbee etc) every day. This will help them to have a good night's sleep, improve their concentration and have positive mental health. Also model healthy eating by including more vegetables, consuming less processed/ sugary food and stay hydrated.



Grade 1 Unit 4

How the World Works

In this unit, the students inquired on the transdisciplinary theme of "How the world works". Through the lines of inquiry, they explored the different classifications of animals, the flow of energy in the natural world and how habitats support the needs of all communities of living things within them. The students did research about a living thing of their choice and wrote a non-fiction book about it. Some took it further by writing information posters about endangered living things and how humans can save them.

Part way through our unit, we switched to remote learning and the students far exceeded our expectations with how quickly they adapted to their new learning styles. The students continued to develop their research skills and independently researched and wrote about living things. The Grade 1 team is exceptionally proud of how the students approached their projects professionally!



Grade 2 Unit 4 How the World Works

In our fourth Unit of Inquiry, Grade 2 students inquired into 'How the World works' with a focus on natural events related to weather and seasons. We explored different natural events and how those events affect our lives. We then investigated how humans use their understanding of scientific principles to comprehend the world.

This unit allowed students to develop two learner profile attributes, 'Inquirer' and 'Knowledgeable'. They inquired into the natural world and learned how everything is connected, how things change over time, and what causes it all. Through a mix of in-class and remote learning, students extended their knowledge of processes such as the water cycle, weather, and patterns in nature. The students loved the scientific element of this unit and they learned a lot.

At the start of the unit, students were given a provocation. The provocations were videos of different elements of weather. Students watched these and created questions which were then used to guide their learning. In the subsequent weeks, students inquired into their topics and answered the questions they had created.

Students learned how the Earth orbits the sun, how that affects our seasons, and how it creates nights and days. Students then looked at how the sun affects the weather, which in turn affects people's behavior. They then recorded the weather, researched different forms of weather, and carried out experiments that demonstrated natural events on Earth. The students showed resilience in their learning journey as they adapted from in-class learning to remote learning near the end of the unit. Students eventually researched a chosen weather and used their school seesaw accounts to post their presentations from home.



Grade 3 Unit 4

Advances in science and technology allow societies to adapt to Earth's changes

Through the lens of the Central Idea, Advances in science and technology allow societies to adapt to Earth's changes, students traveled to the peaks of depths of our complex and wonderful planet earth.

Students explored the physical features of the earth by making landforms from various materials and models of the layers of the earth. Demonstrating strong communication skills students then shared their knowledge with one another through mini-presentations and in small groups.

Unit 4 gave students the opportunity to use everyday materials to explore the key concepts further. Oreo cookies were used to replicate the movement of plate tectonics, allowing a deeper hands-on understanding of how earth continues to move and change. As scientists, students created baking soda and vinegar volcanos and as engineers, designed and constructed earthquake-proof buildings with marshmallows and toothpicks!

Grade 3 students were overjoyed to learn about the travel experiences of Mr. Ciaran, Ms. Jennifer and Mr. Alex during the assembly. Students watched as these teachers showed pictures and videos of travel and made connections to places around the world and the changing landforms, we've explored this unit.

Students were eagerly preparing for Maths Week and unfortunately students were unable to experience "Mathematics is Magic" at school but we hope their eagerness to explore maths through this lens continues for the rest of the school year and into next school year.



Grade 4 Unit 4

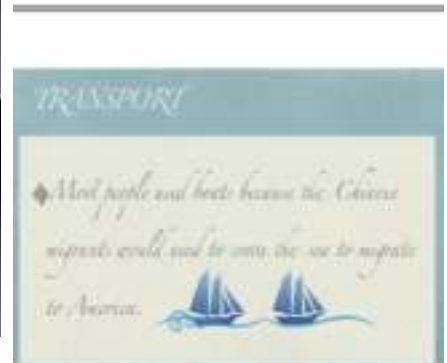
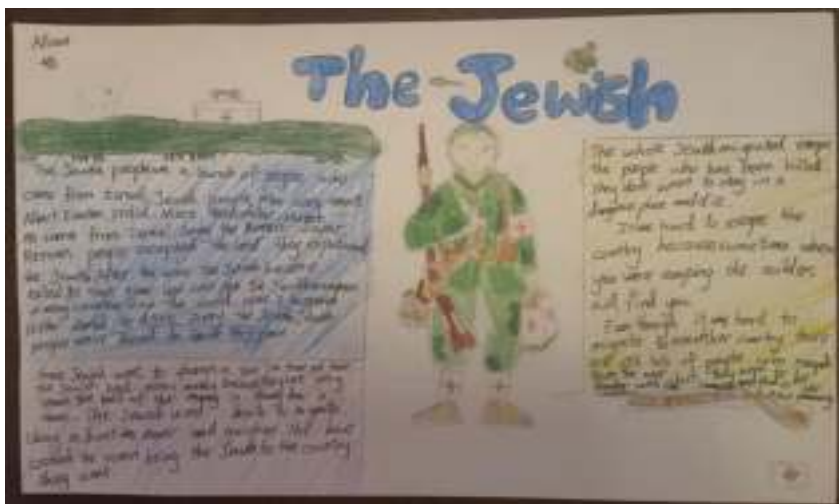
During this Unit of Inquiry, Grade 4 went on a Migration Journey! We started by learning what human migration is, and how long humans have been moving from place to place. We learnt about different types and causes of human migration, before creating our own refugee families in class and embarking on an interactive Migration Game to explore the facts of five different migrations!

After learning so much about the Jewish Migration (from Europe to Shanghai in the 1930s), we were unable to visit the Jewish Migration museum in Hongkou District. We would like to recommend parents and students to go and see it if you can when conditions are safer. You will recognize a lot about what we learned.

Our online learning has moved on to sharing our knowledge while deepening our understanding of the migrant experience with real-life case studies.

Watching refugee crises around the world, such as Myanmar, Syria and many more in the news was shocking. As they unfold in real time, they also give us opportunities to discuss with the students the real experiences of people being forced to move.

Finally, many classes wrapped up with sharing their own families' migrations, linking their learning to family history and experiences at home.

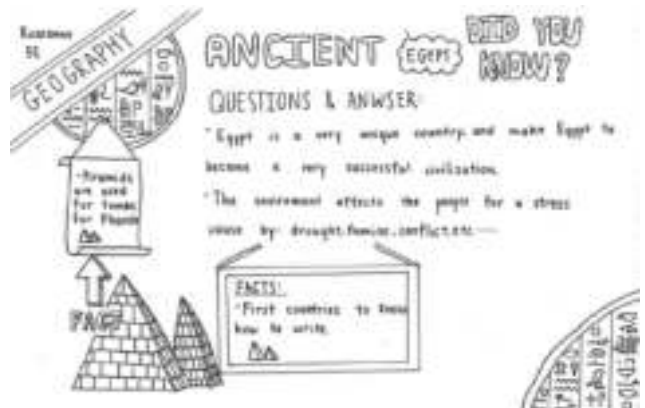
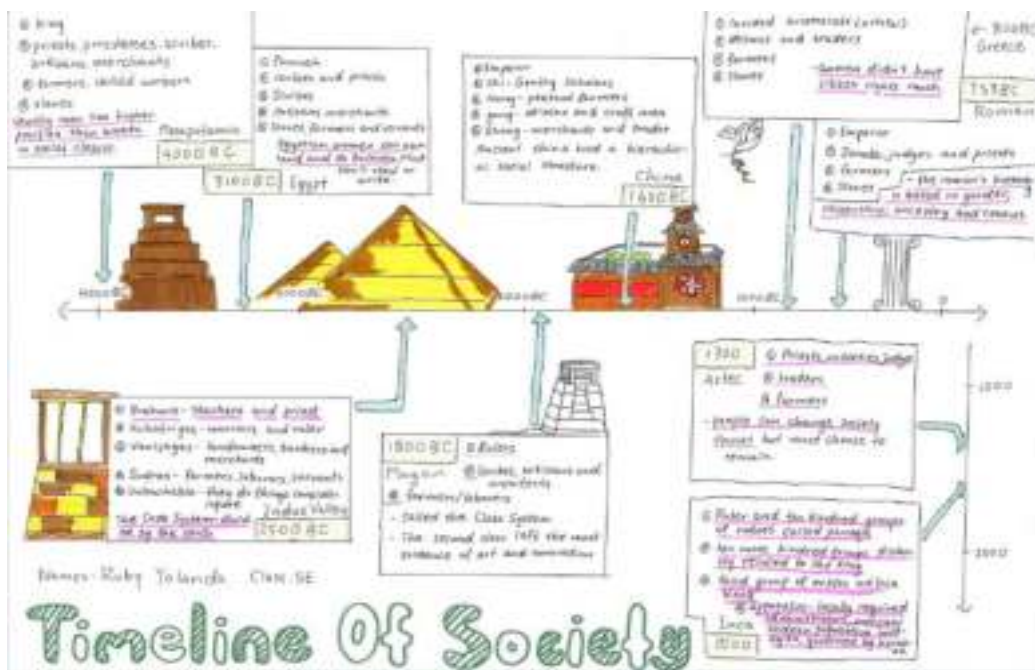


Grade 5 Unit 4

How past civilizations shape present day societies

Our Grade 5 students delved into Unit 4, inquiring into how past civilisations shape present day societies, by doing a variety of tasks that promoted their curiosity, inspired their questioning skills, and tapped into their background knowledge. The students learned how analyze a civilization using the GRAPES acronym. The characteristics of ancient civilizations were researched and ideas around what made certain civilizations successful were formulated.

Throughout the unit civilizations from Mesoamerica, the Middle East, Asia, and Africa were researched. Students were able to recognize how they changed over time and distinguish the key circumstances which lead to how civilizations left lasting contributions. Timelines were used to establish clear connections between past civilizations and present-day societies. At the end of the unit students demonstrated their knowledge and understanding of civilizations through oral presentations and by creating their own civilization. This unit empowered our students by allowing them to use their research and communication skills.



Inspiration of Mathematics

This year's Maths Week theme is "Mathematics is magic", Maths is all around us, in every time and everything we do. It is the building block for everything in our daily lives, including mobile devices, computers, software, architecture (ancient and modern), art, money, engineering and even sports. The week of March 14 is Maths Week because it is International Maths Day. March 14 is also known as PI Day because the mathematical constant π can be rounded to 3.14. During this year's online Maths Week, we discussed the Maths Week theme "Mathematics is magic" through what is PI and how did it come about, watched videos of different students explaining the theme, learned how to make mobius belts, and explored the different forms of objects that might exist in the boundless universe.

At the same time, we have prepared a menu of interesting maths activities for students. They are Mathematics and International Thinking, Mathematics and Life, Mathematics and Language, Mathematics and Art and PI story. We hope that students will explore the mysteries of mathematics and share their results with us. Lastly, let's try this fun maths problem from Sissi SONG in class 3H "Guess your age in six steps":

1. Choose a number from 1-9
2. Multiply your number by 2
3. Add 5 to your result
4. Multiply the result by 50
5. If you've already had your birthday this year, add 1772; if not add 1771
6. Subtract the year of your birth from the result. In the 3-digit result you got, the 1st number is the number you chose, and the other two numbers are your age.

Did you get your age right? Try it with your parents.





Grade 1 Unit 4



In Unit 4 Grade 1 Music students sang many songs about living and non-living things, danced, and played the xylophone. They learned about the musical work Carnival of the Animals by Camille Saint-Saens.

In the final assessment, they worked in small groups to create movements for the animals by using different props like scarfs, plates, and animals pictures.





Grade 2 Unit 4



In this unit, students learned about different ways to notate the elements of music. They designed their own patterns and symbols to represent the different dynamics of classical musical.

Performance continued to be a part of this unit with singing, sign language, and movement. Students also performed enthusiastically on their xylophones.





Grade 3 Unit 4



In this unit, students worked enthusiastically on developing their vocal, recorder, and percussion skills for their upcoming performance. They concentrated on pitch and tone production as a unified ensemble. Instrumental skills included playing their recorders, xylophones and other percussion instruments. Students also explored expressing themselves through movement and dance.



Grade 4 Unit 4



In Grade 4 Music our work this unit was integrated with the UOI and we explored the migrant story through song. Students first experienced the idea of aspiring for a new life through already existing songs like "Dream it Possible", "A Million Dreams" and "Believer". The message in songs like these is that if people dream and aspire for a new and better life then it is possible. Students then worked on their own to compose songs of a migrant. Some were true stories and some were fictional accounts but all told the story of a migrant's dream to move to a better place and have a better life. They shared their songs in online lessons.

Grade 5 Unit 4

In Grade 5 Music class we integrated with the UOI on civilizations by discussing and listening to the music of the great composers of the past. The style and characteristics of music from the Baroque, Classical, Romantic and 20th Century eras was studied, discussed and listened to. Students not only became aware of customs and composers of each era but also experienced a repertoire of music from each style period. In online lessons they demonstrated their knowledge of music of the past by identifying 20 pieces of music from the four style periods. They were excited to hear the great music of the past and discovered that the music of today has been greatly influenced by what came before.



Unit 4 Art Grade 1

For Unit 4 the Grade 1 students used their research skills and made botanical and zoological illustration of living things from the Amazon rainforest. They practiced overlapping shapes and blending colours and used those skills to create a feather inspired pattern.

They also reflected on the needs of living things and drew their interpretation of a happy and sad living thing.



Unit 4 Art (F&G) Grade 2

In Unit 4 the students made collages inspired by the weather to show a play between positive and negative space. They made mandala art to illustrate radial balance and reflected on the effect the weather has on humans by illustrating their own would-you-rather questions.



Unit 4 Art Grade 4

During this unit grade 4 students discussed migration. They looked at the history and evolution of shoes, different types, then decided to “travel/migrate” using very popular shoes – sneakers. Students drew their own shoes from observation focusing on shapes, pattern and details such as stitching and design in general.



Students also looked at bird migration. They studied artworks of the famous American artist Audubon who painted and studied birds during his life. Students created different birds including some extinct, focusing on different shapes, colour, feather pattern and environment.

Unit 4 Art Grade 5

Grade 5 students explored different cultures, focusing on Ancient Egypt and Japan. They looked at Egyptian Pharaohs, gods and goddesses. They designed their own god or goddess and then give it a super power related to their own interests. Proportions, flat design, embellishments and composition were emphasized. Students also created beautiful Japanese Maneki Neko Lucky Cats.



Unit 4 Art Grade 2

In Unit 4, Grade 2 students learned about the Art Element of Space: Positive and Negative Space.

Students were inspired by artworks that showed the use of pieces of paper to create the effect.

Then, they learned about the design principle of Radial Balance.

Students experimented painting on folded paper and created art that exemplified Radial Balance using origami papers.

Students learned about the colors that are associated with seasons. They experimented with different colors and became aware of all aspects of the season.

They used this knowledge to create 4 trees that symbolized the seasons in all their aspects.

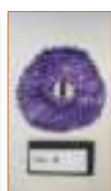


Continue learning in our distance learning



Unit 4 Art Grade 3

In Unit 4 students of Grade 3 learned about mythical creatures, focused on dragons in different cultures. They learned about how dragons are depicted in the east and the west and the differences between them. Students created a "dragon eye" by using clay and sculptural tools and consciously using textures to create unique art.



Unit 4

ICT: Information Communication Technology

Grade 3



An Introduction to Something New

This unit Grade 3 focused on the theme, 'How the World Works' with the topic of, 'Landforms' and a focus on volcanoes. At the start of the unit, students used technology to explore Mt. Fuji and took a virtual walk around the Ohachi Crater at the top. Later, students were introduced to spreadsheets and practice using columns and rows to locate cells and how to make simple formulas.

At the end of the unit, students had the opportunity to show just how creative they can be by using their newly acquired skills and composing a volcano diagram.

Grade 4

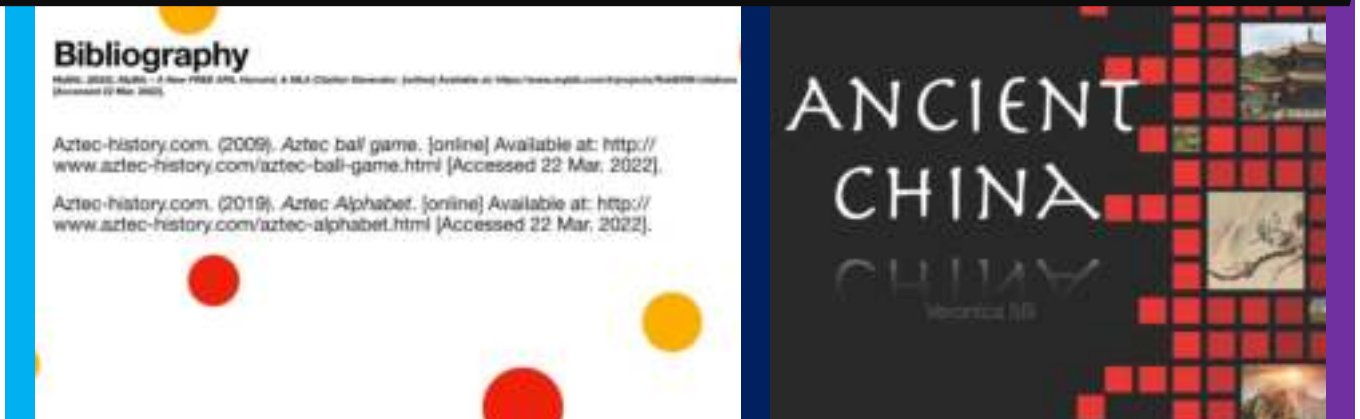


We Are All Storytellers

This unit Grade 4 focused on the theme, 'Where We Are in Place and Time' with the topic of, 'Migration'. In the beginning of the unit students chose a setting and took a virtual tour of their chosen setting to get some great ideas!

Later in the unit, students got the chance to show their knowledge of word processors and learnt how to organize documents, use the shift key and compose a story.

Grade 5



Showing Our Creative Side

This unit Grade 5 focused on the theme, 'Where We Are in Place and Time' with the topic of, 'Civilizations'. In this unit, students focused on the design and content of presentations in order to help them prepare for the coming exhibition. Students learnt about elements of graphic design such as how the use of colour, font, images and shapes all combine to make clear, interesting and engaging slides.

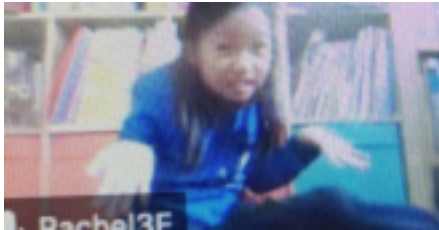
Students had plenty of opportunities to show how creative they can be with their designs and learned the vital rule of 7x7 for content. At the end of the unit, students signed up for a presentation time and shared their new understandings with their peers.



I C T

Drama- Grade 3

In Grade 3, students read a script about the story of 'Hercules and the twelve tasks.' They started by reading the script and miming the different tasks. During online classes, students focused on developing expression of different emotions. Students took on the role of narrators and practiced reading with expression and saying words using different emotions.



Drama – Grade 5

Grade 5 students made connections between storytelling and how traditions and historical evidence have been passed on through stories. Students used stories from the past to retell and share. Students watched the storyteller 'Jane Blake' and reflected on the skills she had as a storyteller. They created a list of tools and used these tools in their own storytelling.



Drama- Grade 4

In Grade 4, students became puppeteers. They watched and reflected on puppet shows and discovered the skills that puppeteers use. Students used these skills to present puppet shows based on their UOI and English stories about Migration.





Unit 4 PE

During Unit 4 our PE classes were full of variety and interest for all. The students showed good thinking, communication and problem-solving skills.

Grade 1 students prepared for the upcoming Sports Day. They not only practiced team events (eg. beanbag throwing & face to face running relay), but they also developed their individual events (eg. standing long jump, 50-meters run). Students improved cooperation, communication, caring, exploration and reflection skills during these practices.



Grade 2 students completed a range of team work activities, for example parachute games, to improve cooperation, caring abilities, communication skills, problem resolving skills and self-management skills.

In this unit, Grade 4 students learned a series of migration games, such as pipe line and migration adventure. By completing these games, they cultivated teamwork and communication skills.

Grade 3 students reinforced fundamental passing techniques and developed their game understanding using a variety of situations during ball games unit. Students improved their communication skills, developing both verbal and non verbal forms of communication while playing ball games.



Grade 5 students explored a variety of traditional games that originated from different countries. They talked about the game rules and their team strategies in the games. They applied their thinking skills and communication skills by analyzing the dynamic situation in the game and taking actions to support their team.

Unit 4 PE Remote learning



Due to the epidemic, our PE team has also provided online lessons. Through the screen, we can see that the students study hard and actively participate in class practice. Many students can practice independently, challenge themselves after class and have participated in the Guinness Records challenge.

Grade 1 students actively prepared for the Sports Day at home. They practiced the warm-up and individual events such as rope skipping and sandbag throwing. In addition, they also learnt some simple physical movements like jumping jacks, squats and 180-degree jumps.

Grade 2 students learnt and practiced a series of sports exercises with Tabata music. Students finished all kinds of activities by watching a video. They understood the benefits of exercise and learned some common do's and don'ts through PE remote learning.

Grade 3 Students learnt about balance in lifestyle along with healthy choices. The students followed the PE teacher doing physical exercises, such as fitness, stretching and core work.

Grade 4 students learnt a lot about sports knowledge related game rules, such as badminton and basketball. The students followed the PE teacher doing a series of physical exercises such as stretching, waist and abdomen strength exercises and basketball control.

Grade 5 students learnt a set of whole-body fitness work outs. They learnt the right form of movement and followed the PE teacher while practicing the whole set work out. We took the winter Olympic games as a topic, students learnt the history of the winter Olympic game and shared their knowledge about it.

Guinness Records Challenge

Classes	Name	Event	Time/Duration
1A	Lyon	Skipping rope	174/1 min
1A	Lyon	Dribbling in place	195/1 min
1D	Doiphin	Jumping jacks	85/1 min
1F	Daniel Liu	180 Degree jump	70
1F	Soyu	Quick feet	40

Class	Name	Event	Time/Duration
2G	Annie	Jumping jacks	89/1min
2D	Domon	2m Shooting	8/1 min
2A	Leo	Short tennis	102/1min
2B	Jerry	Double under	68/1 min
2G	Victor	Skipping rope	89/1 min
2G	Jun	Arm circles	80/1 min
2C	Kelsy	Stick dancing	1min





Guinness Records Challenge

Classes	Name	Event	Time/Duration
3D	Jeremy	Dribbling	170/1 min
3D	Zack	Juggling	65/1 min
3A	Sveva	Handstand	1 min



Classes	Name	Event	Time/Duration
4B	Elva	Pull-ups	57/1min
4B	Nireus	Crossover dribble	97/1 min
4A	Alan	Double under	91/ 1 min
4A	Livia	Skipping rope	181/ 1min
4D	James	Sit-ups	58/ 1min
4A	Livia	Barracuda	8/1 min



Class	Name	Event	Time/Duration
5E	Yvonne	Double under	110/1 min
5E	Rayma m	Plank	2mins 59s
5I	Peter	Horse Step Squat	1min 30s
5I	Millie	Double plate skiing	52/1 min
5G	Rachele	Hand stand	1min
5B	Amy XU	Digging the volleyball against the wall	104