



### Transdisciplinary nature and approach of the programme

Subject strands of Social studies, Science, Arts, PSPE, Language, & Mathematics are listed down. These will be mapped / focused during inquiry learning. Related Concepts from respective subject strands (s) are identified to guide the scope of learning and inquiry

Duration, Sequence, Big Idea, Central Idea, Lines of Inquiry, TD theme description/definition –bold portion, ATL, IBLP, related SDG, Subject focus and mapped Related Concepts help to frame the context and content of the learning through the years of PYP (EY 1 to PYP 5).

Each unit is laced with the scope of learning and curriculum developed through collaborative discussions and research based learning.

Parts of the Inquiry model, assessments and proposed action are incorporated as a guideline to further the inquiry.

**Duration of Unit: 4 units EY 1-3: 8 to 9 weeks | 6 units PYP 1-5 : 5 to 6 weeks**

Science	Social Studies	Language	Mathematics	PSPE(Personal, Social , Physical education)	Arts( Visual arts, Performing arts)
<ul style="list-style-type: none"> <li>• Living things</li> <li>• Earth and space</li> <li>• Materials and matter</li> <li>• Forces and energy</li> </ul>	<ul style="list-style-type: none"> <li>• Human systems and economic activities</li> <li>• Social organization and culture</li> <li>• Continuity and change through time</li> <li>• Human and natural environments</li> <li>• Resources and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Oral language</li> <li>Listening and Speaking</li> <li>• Visual language</li> <li>Viewing and Presenting</li> <li>• Written language</li> <li>Reading</li> <li>• Written language - Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Data Handling</li> <li>• Measurement</li> <li>• Shape and space</li> <li>• Pattern and Function</li> <li>• Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Active Living</li> <li>• Identity</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Responding</li> <li>• Creating</li> </ul>







# EY1 : 3 to 4 years

TD themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>D E F I N I T I O N</b>	An inquiry into the <b>nature of the self</b> ; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and <b>express ideas</b> , feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations</b> ; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to <b>share finite resources with other people and with other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Order and Dates</b>	<b>3</b>		<b>4</b>		<b>1</b>	<b>2</b>
<b>Big Idea</b>	<b>Watch me grow</b>		<b>Reading Symbols</b>		<b>Being Together</b>	<b>Animal Homes</b>
<b>Key Concepts</b>	Change , Function, causation		Perspective Form, Connection		Form, Function Responsibility	Connection, Form Function
<b>Central idea</b>	<b>Every day I learn more about myself</b>		<b>Symbols and signs are a means of communication and self-expression.</b>		<b>We use many things together in school for different reasons that help us learn.</b>	<b>Animals make their homes in different places and in a special way.</b>
<b>Lines of Inquiry</b>	An inquiry into: 1. Similarities and differences between myself and others 2. Knowing my body structure 3. How I grow and change		An inquiry into: 1. Understanding what symbols are. 2. Exploring different types of symbols. 3. Creating and interpreting symbols.		An inquiry into: 1. Learning centres in the school and their use 2. Using the resources together 3. Taking care of our resources at school.	An inquiry into: 1. Animals homes in our neighbourhood 2. Material used to make homes. 3. Choice of place
<b>Subjects</b>	PSPE: (Identity, active living) Science; ( Living things) Mathematics Language (Oral and Visual)		Arts - VA and PA (Responding & creating) Mathematics: Number sense Social studies-Social organisation and culture PSPE: Identity, interaction Language (Listening and speaking)		Social Studies (resources and the environment) Mathematics (Number Sense, Shape and space) PSPE (Interaction) Language (Oral and Visual)	Social studies (resources and the environment) Science (materials and matter, living things) (Responding & creating) Language (Oral and Visual)
<b>Related Concepts</b>	Science-Growth PSPE-Body form (Active living) Gender( Identity)		Arts-Expression Social studies-Symbols & Signs PSPE- community Language- (Oral and Visual)		SSt - Consumption PSPE - Ownership, Interaction	Science-Animals S.St.-Habitat
<b>ATL skills</b>	Self-management		Communication Thinking Social		Self-management Communication Thinking	Thinking skills Research skill
<b>Learner Profile</b>	Caring Balanced Principled		Communicator Thinker Reflective		Open minded Risk taker Caring	Inquirer Caring Knowledgeable
<b>Connected SDG</b>	<b>3</b> GOOD HEALTH AND WELL-BEING 		<b>4</b> QUALITY EDUCATION 		<b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS 	<b>14</b> LIFE BELOW WATER  <b>15</b> LIFE ON LAND 



## EY2 : 4-5 years

TD themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>D E F I N I T I O N</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b> ; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.	An inquiry into the <b>natural world and its laws</b> ; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations</b> ; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share equitably and in justice among the members of a society and across different societies and cultures; <b>the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution.
<b>Order and Dates</b>	<b>2</b>		<b>1</b>	<b>4</b>		<b>3</b>
<b>Big Idea</b>	<b>Celebrations</b>		<b>Play</b>	<b>Solar system</b>		<b>Green Guardians</b>
<b>Key Concepts</b>	Perspective responsibility Form		Perspective , Connection, Causation	Form, <b>Change</b> , Causation		responsibility, form, function
<b>Central idea</b>	<b>Festivals and Celebrations help to enjoy , know and respect each other.</b>		<b>Play helps children learn, explore and enjoy to develop interpersonal skills.</b>	<b>Solar system has the Sun and everything that moves around it</b>		Plants are a resource that people need to conserve
<b>Lines of Inquiry</b>	An inquiry into 1.Celebrations around the world 2 .Ways to celebrate 3. Importance of festivals		An inquiry into 1. play and explore 2. Personal choices 3. Impact of play	An inquiry into 1. Sun as a star 2. Planets and their neighbours 3. Movements of the Earth		An inquiry into 1. Plant as a living being 2. Effects of our actions on plants 3. Conservation of plants
<b>Subjects</b>	Maths- measurement Social studies-(social organisation and culture) Visual arts- (responding and creating) Performing Arts -(responding and creating) Language (listening , speaking, reading, writing, viewing and presenting)		PSPE-(active living and interactions) Mathematics-(patterns, data handling, numbers, shape and space) Performing arts-(Music and Dance) Science-(living things) Language (listening , speaking, reading, writing, viewing and presenting)	Science-(Earth and Space) SST-(human and natural environment- Geography) Math-(data handling, shapes and space, patterns) Language (listening , speaking, reading, writing, viewing and presenting)		Science-(Living things) Social studies-(Resources and environment- Conservation) Language (listening , speaking, reading, writing, viewing and presenting)
<b>Related Concepts</b>	S.St.-Family, traditions, diversity Arts-Imagination (arts)		PSPE- Behaviour, Wellness Arts-Imagination Science- growth	Science- Solar system and space SST- Geography		Science- Living thing: plants, Social studies- sustainability conservation
<b>ATL</b>	Thinking Research Social		Self-management Communication Social skills	Thinking Research Communication		Research Thinking Communication
<b>IBLP</b>	Communicator Reflective Open Minded		Principled Risk Taker Balanced	Knowledgeable Inquirer Thinker		Caring Knowledgeable Principled
<b>SDG</b>						



## EY3 : 5-6 years

TD themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<b>D E F I N I T I O N</b>	An inquiry into the <b>nature of the self; beliefs and values</b> ; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b> ; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</b>	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles</b> ; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution.
<b>Order and Dates</b>	<b>1</b>		<b>4</b>	<b>3</b>		<b>2</b>
<b>Big Idea</b>	<b>Knowing you and me</b>		<b>Stories</b>	<b>Substances</b>		<b>World of Animals</b>
<b>Key Concepts</b>	Connection Perspective Responsibility		Perspective , Form, Connection	Form Change Causation		Form Function Perspective
<b>Central idea</b>	<b>Awareness of our similarities and differences help us to understand and connect with each other.</b>		<b>Stories help us imagine and enjoy the language and develop our ability to recreate.</b>	<b>Substances are different and they change.</b>		<b>Exploring the diverse world of animals: Unraveling the secrets of survival through their unique features</b>
<b>Lines of Inquiry</b>	An inquiry into 1. Different characteristics (Physical, social and emotional) 2. How are we similar and different 3. Personal abilities and interests		An inquiry into: 1.Characters in a story 2. Stories from different lands/world 3. Retelling stories	An inquiry into 1. The different properties of substances 2. How substances change and are used 3. Safety around substances		An inquiry into 1. Animal kingdom 2. Unique features of animals 3. My favourite animal
<b>Subjects</b>	PSPE (identity, interactions) Arts Creating-Responding Language listening , speaking, reading,viewing and presenting		Arts - VA and PA (Responding & creating) Mathematics: Number sense Social studies-Social organisation and culture PSPE: Identity, interaction Language (Listening and speaking)	Science (materials and matter) Math (measurements, shape and space) Arts (creating) Language- listening , speaking, reading, writing, viewing and presenting		Science (Living things) Social Studies (resource and the environment) Mathematics (Number sense) Language (listening , speaking, reading, writing, viewing and presenting)
<b>Related Concepts</b>	PSPE-Diversity, Wellness Arts-Interpretation, Imagination Language		Arts-Imagination and performance Social studies-Diversity PSPE-fair play, community	Science-Changes of state, properties and uses of materials		Social Studies-Resources and environment - distribution Science-Living things - Classification, Animals
<b>ATL</b>	Communication Thinking Social		Communication Thinking Social	Thinking Research Self –management		Thinking Research
<b>IBLP</b>	Balanced Open minded Reflective		Communicator Thinker Reflective	Knowledgeable Inquirer Thinker		Inquirer Principled Knowledgeable
<b>SDG</b>	<b>5</b> GENDER EQUALITY 		<b>4</b> QUALITY EDUCATION 	<b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION 		<b>14</b> LIFE BELOW WATER <b>15</b> LIFE ON LAND 












## PYP 1 : 6-7 years

TD themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; <b>personal, physical</b> , mental, social and spiritual <b>health</b> ; human relationships including families, friends, communities, and cultures; rights and <b>responsibilities</b> ; what it means to be human.	An inquiry into orientation in place and time; <b>personal histories</b> ; <b>homes</b> and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives	Inquiry into the ways in which we discover and <b>express ideas, feelings, nature, culture, beliefs and values</b> ; <b>the ways in which we reflect on, extend and enjoy our creativity</b> ; <b>our appreciation of the aesthetic.</b>	An inquiry into the <b>natural world and its laws</b> ; the interaction between the <b>natural world</b> (physical and biological) and human society; how humans use their <b>understanding of scientific principles</b> ; the impact of scientific and technological advances on society and on the environment.	An inquiry into the <b>interconnectedness of human-made systems and communities</b> ; the structure and function of organizations; societal decision-making; <b>economic activities and their impact on humankind</b> and the environment.	An inquiry into rights and responsibility in the struggle to <b>share finite resources with other people</b> and with other living things; communities and the relationships within and between them: access to equal opportunities; peace and resolution.
<b>Order and Dates</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>2</b>
<b>Big Idea</b>	<b>Super Body</b>	<b>Diverse Dwellings</b>	<b>Books</b>	<b>Weather</b>	<b>Helping hands</b>	<b>The Green Team</b>
<b>Key Concepts</b>	Form, Function, Responsibility	Function, Change, Perspective	Connection, Form, Perspective	Form, Change, Causation	Function, Connection, Perspective	Form, Function, Responsibility
<b>Central idea</b>	<b>Human body parts have different functions and need to be taken care of for a healthy life</b>	<b>Uncovering how people adapt and transform spaces into comfortable homes.</b>	<b>Books help us to explore, imagine, connect and learn.</b>	<b>Weather is a natural phenomenon which affects the lifestyle of people</b>	<b>In every community people are working together to address needs, solve problems and create a positive change.</b>	<b>Plants are of various kinds and have unique characteristics for supporting life on earth.</b>
<b>Lines of Inquiry</b>	An inquiry into 1. Parts of my body and their functions 2. Inside my body 3. Being healthy	An inquiry into 1. Need of a home 2. Homes around the world 3. What makes a place -a home	An Inquiry into 1. World of books 2. How books help us 3. My favourite book	An inquiry into 1. Weather and its kinds 2. Elements of weather 3. Impact of weather on lifestyle of people	An inquiry into 1. Different professions 2. Interdependence in the community 3. What I want to be	An inquiry into 1. Characteristics of plants 2. Understanding growth patterns and life cycles of plants 3. Importance of plants conservation for life on Earth
<b>Subjects</b>	Science-(Living things) PSPE-(active living) Math-(numbers, patterns, vocabulary, shapes) Language-(listening, speaking, reading, writing, viewing and presenting)	Social Studies Human and natural environment, Social organization and Culture) Math (shape and space) Science (materials and matter) Arts (Creating, Responding) Language (listening, speaking, reading, writing, viewing and presenting)	PSPE (active living) Social Studies (social organisation and culture) Math (patterns, numbers, data handling) Arts (Creating, Responding) Language (listening, speaking, reading, writing, viewing and presenting)	Science (earth and space) Math (measurement and pattern) Social Studies (human and natural environment) Language (listening, speaking, reading, writing, viewing and presenting)	PSPE (interactions) Social Studies (social organizations, human systems and economic activities) Language (listening, speaking, reading, writing, viewing and presenting)	Science (living things) Maths (Data handling, Measurements, Patterns) Social studies (resources and the environment) Language (listening, speaking, reading, writing, viewing and presenting)
<b>Related Concepts</b>	Science - Biology VGS - Hygiene, Food Balanced Diet PSPE - Well Being	SST - Family, Diversity, Identity, Amenities, Dependence	SSt - Celebrations PSPE - goal setting, leisure, improvement Art - expression, imagination, interpretation,	Science - Geography, Atmosphere SST - Seasons, Dependence, Impact	PSPE - Community, Interdependence SST- Identity, Roles, Employment	Plants, Classification, Growth, SSt - Interdependence
<b>ATL</b>	Self-Management Research Thinking	Social Communication Research	Social Communication Self Management	Research Thinking Communication	Self-Management Communication Social	Research Thinking Self management
<b>IBLP</b>	Balanced Knowledgeable Inquirer	Caring Reflective Open minded	Communicator Open minded Reflective	Inquirer Thinker Knowledgeable	Balanced Courageous Principled	Caring Principled Knowledgeable
<b>SDG</b>						



## PYP 2 : 7-8 years

TD themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<b>D E F I N I T I O N</b>	An inquiry into <b>the nature of the self; beliefs and values</b> ; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b> ; rights and responsibilities; what it means to be human.	An inquiry into <b>orientation in place and time</b> ; personal histories; homes and journeys; <b>the discoveries</b> , explorations and migrations of humankind; the relationships between and <b>the interconnectedness of individuals and civilizations</b> , from local and global perspectives.	An inquiry into <b>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.	An inquiry into <b>the natural world and its laws</b> ; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment</b> .	An inquiry into the interconnectedness of <b>human-made systems and communities</b> ; the structure and function of organisations; societal decision-making; economic activities and their <b>impact on humankind and the environment</b> .	An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Order and Dates	<b>2</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>5</b>
Big Idea	<b>Children around the world</b>	<b>Land forms</b>	<b>Windows to learning land</b>	<b>Simple machines</b>	<b>Animal kingdom</b>	<b>Natural wealth WATER</b>
Key Concepts	Perspective Connection Form	Form Connection Causation	Form Function Perspective	Form Connection Function	Form Function Causation	Responsibility Function Change
Central idea	<b>Children around the world are alike yet different in many ways.</b>	<b>Places on earth have physical features that impact the lives of people.</b>	<b>Stories can take many forms and can convey different perceptions and functions.</b>	<b>Invention of simple machines has changed the way people work</b>	<b>To help study animals, we have devised ways of naming and classifying them according to their similarities and differences.</b>	<b>Water as a natural resource is important to us and needs to be used mindfully.</b>
Lines of Inquiry	An Inquiry into 1. Children around the world 2. Lifestyle and culture 3. Child Rights	An Inquiry into 1. Geographical features of a place 2. Their impact on human life 3. Special features of my favourite place	An Inquiry into 1. Understanding the form of stories 2. Exploring the function of stories 3. Perceptions through stories	An Inquiry into 1. Invention of simple machines 2. Simple machines and their features 3. Less effort, more work	An inquiry into 1. Classification of animals 2. Characteristics of animals 3. Similarities and differences	An Inquiry into 1. Water as a resource 2. States of water 3. Saving water
Subjects	Social Studies: (social organisation and culture) PSPE- (identity) Language (listening, speaking, reading, writing, viewing and presenting)	Social studies: (Human and natural environments) Math-Shape and space Language (listening, speaking, reading, writing, viewing and presenting)	Arts: Responding and creating Math Number and patterns Language (listening, speaking, reading, writing, viewing and presenting) PSPE- Identity	Math (measurement, shape & space) Social studies (continuity and change through time) Science (Forces and energy) Language- listening, speaking, reading, writing, viewing and presenting	Science: (Living Things) Social Studies: (Resources and environment) Language (listening, speaking, presenting and viewing, reading and writing)	Social studies:(resources and environment) Science: (earth and space, Matter and materials) Language: (listening, speaking, presenting and viewing, reading and writing)
Related Concepts	Social Studies: Artefacts, Family, Diversity, Traditions PSPE : Image, Self regulation	Social studies Borders, Geography, Impact Landscape, Locality	Arts - Interpretation and Imagination, expression PSPE Identity, diversity	Science: mechanics, efficiency, physics Social studies: innovation, progress	Science - Animals, Biodiversity, Adaptation, Biology, SSt - Conservation	Social studies: Pollution, Consumption, Conservation, Distribution Science - Liquids, properties Sustainability, Water
ATL	Thinking Social Self-management	Research Thinking Self Management	Communication Thinking Social	Thinking Self Management Research	Research Thinking Communication	Research Self-management Communication
IBLP	Caring Open Minded Principled	Caring Inquirer Knowledgeable	Reflective Communicator Open minded	Knowledgeable Inquirer Risk Taker	Knowledgeable Inquirer Caring	Thinker Balanced Reflective
SDG	 	 			 	



## PYP 3 : 8-9 years

TD themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<b>D E F I N I T I O N</b>	An inquiry into the nature of the self; beliefs and values; <b>personal, physical, mental, social and spiritual health</b> ; human relationships including families, friends, communities, and cultures; rights and <b>responsibilities</b> ; what it means to be human.	<b>An inquiry into orientation in place and time</b> ; personal histories; homes and journeys; <b>the discoveries, explorations and migrations</b> of humankind; the relationships between and the <b>interconnectedness</b> of individuals and civilizations, from <b>local and global perspectives</b> .	An inquiry into the ways in which we discover and <b>express</b> ideas, feelings, nature, <b>culture, beliefs and values</b> ; <b>the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.	An inquiry into the <b>natural world and its laws</b> ; <b>the interaction between the natural world (physical and biological)</b> and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the <b>interconnectedness of human-made systems and communities</b> ; the structure and function of organisations; societal decision-making; <b>economic activities and their impact on humankind and the environment</b> .	An inquiry into rights and <b>responsibilities in the struggle to share finite resources with other people and with other living things</b> ; <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution.
Order and Dates	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>5</b>
Big Idea	<b>Vital Organs</b>	<b>Digital World</b>	<b>Diversity</b>	<b>The Producers</b>	<b>Farm to plate</b>	<b>Elements of nature</b>
Key Concepts	Form Function Connection Responsibility	Change Connection Perspective/ Responsibility	Perspective Change Connection	Form Function Connection	Change Function Connection	Form connection Causation
Central idea	<b>Vital organs in the human body are deemed essential for function and must be cared for.</b>	<b>Tracing the transformative journey of past inventions to our interconnected digital world.</b>	<b>Celebrations reflect the beliefs, values and heritage of culture that express diversity within our global community.</b>	<b>The ability of plants to make their own food enables the world to survive.</b>	<b>Processing, preservation and packaging of food is important that impacts our health</b>	<b>Our actions and decisions impact the forces, energy, resources, and data around us, shaping our interconnected world..</b>
Lines of Inquiry	An inquiry into 1. Functions of vital organs 2. Malfunction of organs 3. Preventing diseases	1. Past inventions 2. Progressive phases of inventions 3. Impact of inventions on society	An inquiry into 1. Need for celebrations 2. Science behind celebrations 3. Diversity in celebration	An inquiry into 1. Plants as producers 2. How plants grow 3. Our dependence on plants	An Inquiry into 1. Processing and preservation of food 2. Impact of packaging 3. Effects of my choices	An inquiry into 1. Understanding forces and energy in our environment 2. Exploring how resources and the environment are interconnected 3. Interpreting and handling data to make informed decisions 4. Communicating and expressing our understanding and ideas
Subjects	Science: (living things) Math:(Shape and space, Data handling) PSPE:(Active Living) Language: (listening , speaking, reading, writing, viewing and presenting)	Social studies: (Continuity and change through time) Language (listening , speaking, reading, writing, viewing and presenting) Science- Inventions	Social studies: (Social organization and culture) (Human and Natural environment) Arts: (Creating, Responding) PSPE: (Identity) Language: (listening , speaking, reading, writing, viewing and presenting)	Science: (living things) Social Studies: (Resources and the environment) Language: (listening , speaking, reading, writing, viewing and presenting)	Science: (materials and matter) Social studies: (Human systems and economic activities, resources and the environment) Language: (listening , speaking, reading, writing, viewing and presenting)	Science: (Forces and energy) Social studies: (Resources and the environment) Math: Data Handling Language: (listening , speaking, reading, writing, viewing and presenting)
Related Concepts	Science - Biology, Genetics PSPE - Growth, Physiology, Awareness	SSt - Artefacts, history, Science-inventions, exploration, PSPE - Heritage	SSt - Diversity, Tradition, Geography, Impact Arts - Expression, Visual culture PSPE - Character, Heritage	Science - Classification, Plants, Growth Social studies - Conservation	Social studies - packaging Sustainability, Transportation Science - Changes of state Properties and uses of materials	Science-Forms of energy and transformation SSt - Conservation, Consumption, Energy
ATL	Self Management Communication Thinking	Self-management Research Thinking	Communication Research Social	Research Communication Thinking	Research Self-management Thinking	Thinking Research Communication
IBLP	Balanced Principled Inquirer	Open mindedness Inquirer Knowledgeable	Inquirer Open minded Reflective	Inquirer Caring Reflective	Thinker Balanced Reflective	Knowledgeable Inquirer Caring
SDG						



## PYP 4 : 9-10 years

TD themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<b>D E F I N I T I O N</b>	An inquiry into the nature of the self; <b>beliefs and values</b> ; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities</b> , and cultures; rights and responsibilities; <b>what it means to be human.</b>	An inquiry into <b>orientation in place and time</b> ; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the <b>interconnectedness of individuals and civilizations, from local and global perspectives.</b>	An inquiry into the ways in which we <b>discover and express ideas, feelings</b> , nature, culture, beliefs and values; the <b>ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</b>	An inquiry into the <b>interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making</b> ; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them</b> ; access to equal opportunities; <b>peace and conflict resolution.</b>
Order and Dates	<b>1</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>3</b>
Big Idea	<b>Aspire to Inspire</b>	<b>My Country My Nation</b>	<b>Effect of Light and sound</b>	<b>Matter</b>	<b>Being prepared</b>	<b>Ecosystems</b>
Key Concepts	Perspective Connection Form	Form Change Connection	Function Connection Causation	Form Change Perspective Responsibility	Causation Connection Responsibility	Form, Causation Responsibility
Central idea	<b>People are inspired by the lives of others that impact the world</b>	<b>Knowing the history of a country enables us to discover the connections between the past and the present.</b>	<b>Use of light and sound can create innovative and artistic expressions.</b>	<b>All things are made up of matter and exist in different forms which are manipulated for various purposes.</b>	<b>People and organisations can prepare for and respond to disasters in a variety of ways.</b>	<b>Ecosystems form the basis of nature and need to be understood to maintain the balance.</b>
Lines of Inquiry	An inquiry into: 1. Influential people and their lives 2. Qualities which inspire us 3. Building my Character	An inquiry into : 1. History of my nation 2. My country today 3. Global connection	An inquiry into: 1. Light and sound 2. Innovation with light and sound 3. Light and sound as vehicles of artistic expressions	An inquiry into: 1. Substances and their properties 2. Exploring the changes in various forms of matter 3. Application in daily life	An Inquiry into 1. Reasons for disasters 2. Preparedness for disaster 3. Disaster management	An Inquiry into: 1. Knowing ecosystems 2. Issues related to ecosystems 3. Maintaining the balance - My Role
Subjects	Social Studies: (Social organisation and Culture, Continuity and change through time) PSPE: Identity, Interactions Language (listening , speaking, reading, writing, viewing and presenting)	Social Studies: (Continuity and change through time.) Mathematics: (Shape and space) Language- listening , speaking, reading, writing, viewing and presenting	Science: (Forces and energy) Arts: (Creating and Responding) Language (listening , speaking, reading, writing, viewing and presenting)	Science: (materials and matter, forces and energy) Maths : measurement Language: (listening , speaking, reading, writing, viewing and presenting)	Social studies: (Human and natural environment) Science: (earth and space) PSPE: (Active living) Language: (listening , speaking, reading, writing, viewing and presenting)	Science: (Living things, Earth and Space) Social studies: (Resources and the environment, Human and natural environments) Language: (listening , speaking, reading, writing, viewing and presenting)
Related Concepts	Social Studies:Identity, roles, Character, leadership PSPE: Belongingness, community	Social Studies: History, chronology Diversity, Sustainability	Science : Light, sound Arts: Interpretation, performance, imagination and techniques	Science: chemical and physical changes, properties and uses of materials, structures, forms of energy	Social studies: Impact, geography Science: Tectonic plate movement, geology, technological advances PSPE - Endurance, Stress	Science: ecosystems, adaptation Social Studies:Resources, Interdependence, sustainability, Impact
ATL	Communication Self Management Perspective	Research Thinking Communication	Thinking Communication Research	Self-management Thinking Research	Communication Self-management Research	Research Thinking Communication
IBLP	Reflective Open Minded Balanced	Principled Open minded Knowledgeable	Reflective Communicator Inquire	Inquirer Risk Taker Knowledgeable	Courageous/Risk Taker Communicator Thinker	Caring Inquirer Knowledgeable
SDG						





## PYP 5 : 10-11 years

TD themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<b>D E F I N I T I O N</b>	An inquiry into the nature of the self; beliefs and values; personal, <b>physical, mental</b> , social and spiritual <b>health</b> ; human relationships including families, friends, communities, and cultures; rights and <b>responsibilities</b> ; what it means to be human.	<b>An inquiry into orientation in place and time</b> ; personal histories; homes and journeys; the discoveries, <b>explorations</b> and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and <b>global perspectives</b> .	An inquiry into <b>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.	An inquiry into the <b>natural world and its laws; the interaction between the natural world (physical and biological)</b> and human societies; <b>how humans use their understanding of scientific principles</b> ; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of <b>human-made systems</b> and communities; the structure and function of organisations; societal decision-making; <b>economic activities and their impact on humankind and the environment</b> .	An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</b>
Order and Dates	<b>3</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>Exhibition</b>	<b>1</b>
Big Idea	<b>Human Body</b>	<b>Navigating the cosmos</b>	<b>Exploring Uniqueness</b>	<b>Water as a reactant</b>		<b>Sustainable Development</b>
Key Concepts	Function Connection Responsibility	Change, Connection, Perspective	Perspective Function Connection	Change Function Causation		Form Connection Responsibility
Central idea	<b>Delving into the intricate network of the human body, where every part collaborates in harmony to maintain our health and vitality.</b>	<b>Our evolving understanding and technological advancements propel us into new frontiers of space exploration.</b>	<b>People use creativity to express their uniqueness.</b>	<b>Water can be the reactant or product of the reaction and is considered to be a universal solvent.</b>		<b>Sustainable development is a need to preserve quality and continuity of life on earth</b>
Lines of Inquiry	An inquiry into 1. Vital organs 2. Interconnectedness of human systems 3. Ways of keeping our body parts healthy.	An inquiry into 1.The evolution of our understanding of space. 2.The impact of technological advancements on space exploration. 3.The future possibilities in space exploration.	An inquiry into 1.How we discover our uniqueness(independent) 2.Expressing ourselves through various medium 3.Appreciating our creative differences	An inquiry into 1. Composition of Water 2. Water as a reactant 3. Water as a universal solvent		An inquiry into 1. Mission of UN SDG project 2. Sustainable development by government 3. My connection to SDG
Subjects	Science: Living things PSPE: Active living Math - Measurement, Shape and space Language (listening , speaking, reading, writing, viewing and presenting)	Science - (Earth and Space) Atmosphere, system(Solar) Force & Energy - Technological advances Social Studies: (Continuity and change through time) (listening , speaking, reading, writing, viewing and presenting)	PSPE, Language and Visual & Performing Arts: Generate, develop and modify ideas creatively, infer meanings, draw conclusions Language (listening , speaking, reading, writing, viewing and presenting)	Science: (Matter and Material) Math: (Measurements) Language: (listening , speaking, reading, writing, viewing and presenting)		Social studies: (Human systems and economic activities. Social organisation and culture) PSPE: ( identity, interactions ) Language: (listening , speaking, reading, writing, viewing and presenting)
Related Concepts	Science - Systems, Biology, Interdependence PSPE - Physiology	Science: atmosphere, Systems Social Studies: Continuity Math- patterns & functions Language:	PSPE: identity, Interaction Art: Elements of art and design, Creating, responding PSPE: Identity, culture	Science - Changes of states, Chemical and physical change, Structure		Social Studies: Equality, Rights, Consequences PSPE: Conflict, Justice, Peace
ATL	Thinking Research Self-management	Thinking Research Self management	Communication Self-management Social	Research Thinking Communication		Self-management Research Thinking
IBLP	Balanced, Inquirer, Thinker	Knowledgeable, Inquirer, Risk taker	Open minded, Communicator, Reflective	Knowledgeable Inquirer Communicator		Caring, Principled, Reflective
SDG						