

Vishwashanti Gurukul Programme Of Inquiry (POI) for the AY_2021-22

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. Lines of Inquiry, TD theme description/definition, Subject focus and mapped Related Concepts help to frame the context and content of the learning through the years of PYP (Nursery to Grade 5).

Duration of Unit: Grades: PYP 1-5: 4 to 5 weeks & EY: 8 to 9 weeks

Science	Social Studies	Language	Mathematics	PSPE (Personal, Social, Physical education)	Arts (Visual arts, Performing arts)
Living things	Human systems and economic activities	Oral language – listening and speaking	Data Handling	Active Living	Responding
Earth and space	Social organization and culture	Visual language – Viewing and presenting	Measurement	Identity	Creating
Materials and matter	Continuity and change through time	Written language – reading	Shape and space	Interaction	
Forces and energy	Human and natural environments	Written language - writing	Pattern and Function		
	Resources and the environment		Numbers		

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EY1 [3 to 4 years]

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
D E F I N I T I O N	An inquiry into the nature of the self; 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 express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; 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; the structure and function of organizations; 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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Order	3		1 (Yearlong unit)		2	4
Big Idea	WATCH ME GROW		STORIES		BEING TOGETHER	ANIMAL HOMES
Key Concepts	Change, Function, causation		Perspective, form, Connection		Form, Responsibility	Connection, Form
Central idea	Every day I learn more about myself		Stories help us to imagine and enjoy the language and have fun.		We use many things in the school for different purposes in a cooperative manner.	Animals make their homes in different places and in a special way.
Lines of Inquiry	An inquiry into: Similarities and differences between myself and others Sense organs How I grow and change		An inquiry into: Characters in a story Stories from different lands/world Ways of telling a story		An inquiry into: Learning centers in the school and their use Things in the classroom and their use Making essential agreements to use the resources and working in teams	An inquiry into: World of animals Their special homes
Subjects	PSPE (Identity, active living) Science (Living things) Mathematics		Language, Arts, (Responding and creating), Listening and speaking, Mathematics, Social studies PSPE		Social Studies (resources and the environment) Language (viewing and presenting), Mathematics, PSPE	Social studies, science (materials and matter, living things) and language Arts
Related Concepts	Growth, Change, Body		Imagination, Performance Diversity		Cooperation, Communication	Animals, Habitat
ATL	Self-management		Communication, Thinking, Social		Self-management, Communication, Thinking	Thinking, Research
Attributes of Learner Profile	Caring, Communicator		Communicator, Thinker, Reflective		Caring, Responsible And Communicator	Caring, Inquirer, Knowledgeable

EY2 [4 to 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
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D E F I N I T I O N	An inquiry into the nature of the self; 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 express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; 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; the structure and function of organizations; 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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Order of units	1		4		2	3
Big Idea	CELEBRATIONS (Yearlong)		PLAY		ON MOVE (TRANSPORT)	GUARDIANS OF THE PLANET
Key Concepts	Perspective, Function Form		Perspective, Form Responsibility		Change, Form, Connection	Connection, Responsibility, Causation
Central idea	Festivals and Celebrations help to enjoy, know and respect each other.		Play helps children to learn, explore and have fun.		Transportation has reduced the distances and made life better.	Plants and animals coexist with us and share the Planet.
Lines of Inquiry	An inquiry into Reasons to celebrate Ways to celebrate Importance of festivals and celebrations		An inquiry into Various games Learning through play Personal choices		An inquiry into Changes in modes of transport Uses of transport Our school transport system	An inquiry into Plants, animals and their needs Dependence on each other Taking care
Subjects	Language (listening, speaking, viewing and presenting) Math(measurement – calendar), Social studies(social organization and culture) Visual arts Music Dance		PSPE (active living and interactions) Mathematics (patterns, data handling, numbers, shape, and space) Performing arts (Music and Dance) Language (viewing and presenting)		Social studies (Human systems and economic activities, Continuity and change through time, Human and natural environments) Math (shape, data handling, measurements) Science (materials and matter)	Science (Living things) Social studies (Human and natural environments) Performing arts
Related Concepts	S.St.- Family, culture Arts-Imagination, language, symbols		PSPE- behaviour, Wellness Arts-Imagination Math- patterns, data handling, numbers, shape, and space		S.St.-transportation Science- Materials	Science-Living thing: animals, plants Social studies: sustainability
ATL	Communication Thinking Research		Self-management Communication Social skills		Thinking skills Social skills	Research Thinking Communication
Attributes of Learner Profile	Communicator, Open Minded, Principled		Principled, Balanced, Open Minded.		Knowledgeable, Thinkers	Caring Communicators.

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EY3 [5 to 6 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
D E F I N I T I O N	An inquiry into the nature of the self; 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 express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; 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; the structure and function of organizations; 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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Order of Units	2		4	3		1
Big Idea	KNOWING YOU AND ME		WHAT AN IDEA!	SUBSTANCES		EVERY DROP COUNTS
Key Concepts	Connection, Perspective, Responsibility		Perspective, Function, Form	Form, Change, Connection		Form, Causation, Responsibility
Central idea	Awareness of our similarities and differences help us to understand and connect with each other.		We communicate our ideas and feelings in many different ways.	Substances are different and they change.		Water is a vital resource, and we need to use it wisely.
Lines of Inquiry	An inquiry into Physical, social and emotional characteristics Similarities and differences between myself and others Personal abilities and interests		An inquiry into Self-expression through Visual Arts Communicating feelings and ideas with words (rhymes and story) expression through rhythm and dance	An inquiry into The different properties of substances How substances change and are used Safety around substances		An inquiry into Water bodies Water as a resource Our responsibilities with water
Subject Focus	PSPE (identity, interactions, Arts Language		Arts VA and PA (creating and responding), Language (listening, speaking, reading, viewing and presenting), PSPE (interactions)	Science (materials and matter), Math (measurements, shape, and space) visual Art and performing arts (creating)		Science (material and matter), Social Studies(resource and the environment) Mathematics
Related Concepts	PSPE: Diversity, Wellness Arts: Interpretation, Imagination		PSPE: Interactions- teamwork Arts: Imagination Performance, Techniques Language: Oral, Written and Visual	Sc: changes of state, properties and uses of materials Math: Recognition, Categorization Measurements, compare and order, attributes, and shapes		SSst: Conservation, Pollution Sc: Systems – Water cycle

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ATL	Communication Thinking Social		Communication Self-management Social	Thinking skills Research		Thinking Research Self-management
Attributes of Learner Profile	Principled, Balanced, Open-Minded		Courageous, Communicator, Reflective	Knowledgeable, Inquirer, Thinker		Inquirer, Caring, Thinker,
PYP 1 [6 to 7 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
D E F I N I T I O N	An inquiry into the nature of the self; 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 express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; 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; the structure and function of organizations; 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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Order	2	1	3	5 (intermittent)	4	6
Big Idea	SUPER BODY	HOMES	EXPRESSIONS	WEATHER	HELPING HANDS	LIVING THINGS
Key Concepts	Form, Function, Responsibility	Function, Change, Perspective	Connection, Form, Perspective	Connection, Change, Causation	Function, Connection, Responsibility	Form, Connection, Responsibility
Central idea	Human body parts have different functions and need to be taken care of for a healthy life	People make homes in different places for a comfortable living.	We use a variety of expressions to convey our feelings and ideas to come to new understanding	Weather is a natural phenomenon which affects the lifestyle of people	People in a community adopt various roles to provide services and help meet basic needs and wants.	Environment consists of various living things which are different and must be protected.
Lines of Inquiry	An inquiry into Parts of my body (internal and external) How my body works Being healthy	An inquiry into Need of a home homes around the world changing homes	An Inquiry into We communicate through different expressions Use of everyday things to express Expressions from around the world	An inquiry into Weather conditions seasons around the world. Impact of weather on life style of people	An inquiry into Community Different roles in a community Interdependence in the community	An inquiry into Environment (living and non-living) Characteristics of living things Our responsibility for well-being of living things
Subjects	Science (Living things), PSPE (active living, identity), Math- numbers, patterns, vocabulary, shapes.	Language, Social Studies (social organization and culture, continuity and change through time, human and natural environment), Math (shape and space)	PSPE (interactions), Language (viewing and presenting, speaking, reading and writing),	Science (earth and space), Math (measurement and pattern), Social Studies (human and natural environment) PSPE (interactions)	Language (viewing and presenting, speaking, reading, and writing), PSPE (interactions), Social Studies (social organizations, culture, human systems and economic activities)	Science (living things) Math (data handling), Social studies (resources and the environment)

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		Science (materials and matter) Arts	Social Studies (social organization and culture), Math (patterns, numbers, data handling) Arts			PSPE (interactions), Language (viewing and presenting, speaking, reading, and writing),
Related Concepts	Hygiene Food Balanced Diet Well, Being	Settlements Regions Family Migration	Celebrations Feelings Happy	Natural Calamities Water Cycle Animals Festivals Responsibility	Neighbourhood Safety Road Signs Emergency	Habitat Ecosystems Animal Groups
ATL	Self-Management Skills Researching Skills Thinking Skills	Social Skills Communication Skills Researching Skills Organizing Skills	Social Skills Communication Skills	Researching Skills Critical Thinking Skills	Self-Management Skills Organizing Skills Communication Skills	Researching Skills Thinking Skills Organizing Skills
Attributes of Learner Profile		Caring, Reflective Inquirer, Communicator		Responsible, Communicator Thinker		

PYP 2 [7 to 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
D E F I N I T I O N	An inquiry into the nature of the self; 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 express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; 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; the structure and function of organizations; 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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Order of units	1	6	2	3	5	4
Big Idea	CHILDREN AROUND THE WORLD	TERRIFIC TOOLS	TALE TIME	LIGHT AND SOUND	MONEY	NATURAL WEALTH
Key Concepts	Perspective, Connection form	Connection, function, echange	Connection, Form, Perspective	Form, Causation, Connection	Function, Form, Responsibility	Responsibility, Function, Change
Central idea	Children around the world are alike yet different in many ways.	History is a bridge between the past and the present and helps us understand how humans have progressed over time	Stories from different cultures have similar elements.	Knowing that light and sound come from different sources and have several properties helps us to understand their importance.	Money facilitates exchange of goods and services to meet our day-to-day requirements.	Elements of nature are the most important factors on Earth which undergo constant change over the period of time.

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Lines of Inquiry	An Inquiry into Children around the world Lifestyles of children around the world Similarities and differences	An Inquiry into evolution of man inventions and discoveries progress in our lives	An Inquiry into Kinds of stories the elements of stories Ways of (express) / writing and presenting a story.	An Inquiry into Different sources of light and sound and their properties Importance of light and sound	An Inquiry into Our requirements Importance of money Modes of payment (buying and selling)/ payment	An Inquiry into Elements of nature and their importance Protecting and conserving
Subject Focus	Language- Oral listening and speaking, - Written language- reading, Writing Social Studies – continuity and change, social organisation and culture PSPE	Math (measurement, shape, and space) Social studies (continuity and change through time) Science (materials and matter, forces and energy)	Language (listening, speaking, presenting and viewing, reading and writing) Maths: addition, subtraction, sequencing, patterns, quantifying, data handling, Pictographs Social studies- social organization and culture	Science (material and matter, forces and energy) Maths – patterns, measurements, Shape and space	Maths: data handling, numbers, counting, simple arithmetic operations Social studies- (human systems and economic activities, resources and the environment)	Social studies – (resources and environment, human and natural environment) science (earth and space, forces and energy)
Related Concepts	Artifacts, Family, Religion, Traditions, Citizenships History, Migration. Gender, Heritage, Spirituality, Diversity, Distance, Boundaries, Regions. Sort, Patterns	Science: Structures, sustainability, forms of energy (sound, light, electricity) magnetism, mechanics, Social: chronology, discovery, exploration, , history, innovation, Progress, Mathematics. Shapes, spatial awareness, measurement units, Time, calendar, timeline	Communication, presentation, observation, folk, cultures,	Properties and uses of materials, Conservation of energy, Light, sound, sources,	Employment, Wealth	Cycles – water, air and animal, Atmosphere, Erosion, Pollution, Amenities, Conservation and Distribution
ATL	Research, Thinking Social:	Thinking, Research	Communication, Social Self-management	Thinking, Research	Social, Research Self-management	Communication, Research Self-management
Attributes of Learner Profile	Open Minded, Reflective	Knowledgeable, Inquirer	Reflective Communicator Thinker	Knowledgeable, Inquirer, Risk Taker	Balanced, Principled	Caring, Balanced,
PYP 3 [8 to 9 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

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D E F I N I T I O N	An inquiry into the nature of the self; 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 express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; 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; the structure and function of organizations; 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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Order of units	1	4	5	2	6	3
Big Idea	ROLES AND RULES	LIFE ON MY LAND	KNOW TO REFLECT-SILENT LANGUAGE	SUN AND ITS FAMILY	FIELD TO TABLE / FARM TO PLATE	GREEN FRIENDS
Key Concepts	Connection, Responsibility, Perspective	Form, Connection, Causation	Change, Function, Perspective	Form, Function, Causation	Form, Function, Change	Form, Function, Change
Central idea	People need to follow rules and take up different roles to become a global citizen	All places on Earth have special physical features and have an impact on the way people live	Variety of signs and symbols facilitate local and global communication	The earth's position in the solar system regulates life on earth	Food needs to be processed and packaged before they reach our table.	Learning about plants in our environment helps us make responsible choices.
Lines of Inquiry	An Inquiry into: Behaviour and choices Rights and responsibilities Characteristics of a good citizen.	An Inquiry into Physical characteristics of the place Special features of my country Impact of geographical conditions on human life	An Inquiry into Signs and symbols Development over the period of time (in the process of communication) Innovative ways of communication	An Inquiry into The characteristics of the Earth, Sun and Moon and their place in the solar system. How the Sun and Moon regulate life on earth Seasons and cycles of time.	An Inquiry into Importance of food Ways of processing and packaging of food From processing to packaging (industry)	An Inquiry into Parts of a plant and their functions Plants in various environments Co-existence
Subjects	Social studies (continuity and change through time, social organization and culture, human systems and economic activities), PSPE (identity, active living)	Social studies (Human and natural environments, Math (shape and space and patterns))	Social studies (social organization and culture, continuation and change through time) Language, Math (measurement, timeline, calendar)	Science (Earth and Space), Math (numbers, measurements), social studies (human and natural environments)	Social studies (Human systems and economic activities, resources and the environment) Science (materials and matter) Math (measurements, data handling) Visual arts	Science (living things) Social studies (Resources and the environment)
Related Concepts	Communications, Cooperation, Education, Freedom, Governments, Rights, Roles. Citizenship, Community, Fair play, Teamwork, Leadership	Borders Geography Impact Landscape Locality	Communication Innovation Discovery Progress	Solar system, space, Atmosphere Gravity Climate Seasons Cycles Movement Time	Changes of state Chemical Physical changes Properties and uses of materials Sustainability Transportation	Biodiversity Classification Adaptation Conservation Plants system, Habitats
ATL	Communication, Self-management	Research, Thinking:	Communication, Social Thinking:	Research Thinking:	Research, Self-management:	Research Communication:
Attributes of Learner Profile	Communicators, Balanced, Thinkers	Thinker, Inquirer	Communicator, caring	Inquirer, Knowledgeable	Knowledgeable, Risk-taker (Courageous)	Inquirer, Knowledgeable

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PYP 4 [9 to 10 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
D E F I N I T I O N	An inquiry into the nature of the self; 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 express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; 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; the structure and function of organizations; 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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Order of units	1	2	4	5	6	3
Big Idea	ROLE MODELS	MY COUNTRY MY NATION	ADVERTISEMENTS	MATTER	BEING PREPARED	ECOSYSTEMS
Key Concepts	Perspective, Connection, Form,	Form, Change, Connection	Function, Perspective, Responsibility	Function, Change, Causation	Cause, Connection, Responsibility	Connection, Form, Causation
Central idea	People are inspired by the lives of others	Knowing the history of a country enables us to discover the connections between the past and the present.	Advertisements influence people and encourage them to analyze to make choices.	All things are made up of matter and exist in different forms which are manipulated to suit various purposes.	People and organisations can prepare for and respond to disasters in a variety of ways.	Ecosystems form the basis of nature and need to be understood to maintain the balance.
Lines of Inquiry	An inquiry into: Influential people and their lives Qualities which inspire us How people reflect on and evaluate choices	An inquiry into: (defining the timeline) importance of studying history of a nation History of the nation India today	An inquiry into: Elements of advertisement Ways of advertising (ARTs, ICT) Influence of advertisement on choices	An inquiry into: Changes of state (physical and chemical) Substances and their properties Application in daily life	An Inquiry into Kinds of disasters (manmade and natural) Regions prone frequently for disaster Appropriate preparation, mitigation, and response	An Inquiry into: Ecosystems Survival in a habitat Impact of human actions on ecosystems
Subjects	Language (L_S_R_W, viewing and presenting), Social Studies (Social organization and Culture, Continuity and change through time) PSPE (Identity, Interactions)	Language (L_S_R_W, viewing and presenting), Social Studies (Continuity and change through time, Social organization and culture, Resources and the environment), Mathematics, (Shape and space)	Language (L_S_R_W, viewing and presenting), Arts (VA and PA)	Science (materials and matter, forces, and energy) Math (measurement) Music, Visual arts, PE	Social studies - Human and natural environment Language - Listening and speaking, viewing, and presenting and reading and writing Science (earth and space, forces, and energy, Mathematics (data handling)	Science (living things, Earth and Space), Social Studies (Resources and the environment, Human and natural environments)

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Related Concepts	progress, revolution Identity, roles Character leadership	History, chronology Diversity, traditions Sustainability, conservation	interpretation, performance, imagination, and techniques	changes of state, chemical and physical changes, properties and uses of materials, structures forms of energy (heat, kinetic)	impact, landscape tectonic plate movement, geology technological advances	ecosystems, adaptation resources, Interdependence, sustainability, Impact
ATL	Communication, Research	Research, Thinking	Self-management Communication, Social	Communication, Thinking, Research	Communication, Self- management, Social	Research, Thinking
Attributes of Learner Profile	Reflective, Open-minded, Balanced	Communicator, Balanced, Open mind	Reflective, Communicator	Knowledgeable, Risk Taker, Inquirer	Reflective, Communicator	Caring, Inquirer
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 organize ourselves	Sharing the planet
D E F I N I T I O N	An inquiry into the nature of the self; 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 express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; 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; the structure and function of organizations; 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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
Order of units	1	6	3	2	4	5
Big Idea	FITNESS	PYP EXHIBITION	EXPRESSIONS THROUGH ART	LIFE WITH MACHINES	INDUSTRY	CHILDHOOD / BLOOMING BUDS
Key Concepts	Function, Connection, Causation	EXHIBITION	Form, Connection, Perspective,	Form, Function, Change	Form, Responsibility, Connection	Connection, Function, Responsibility
Central idea	Human body has interconnected systems and needs to be maintained for being fit	EXHIBITION	People express their ideas, and feelings through various art forms	Machines help us to do a great deal of work with less effort and have brought changes in our lives	All societies use a system to produce, distribute, and exchange goods and services	Children face many challenges and risks and deserve a caring environment
Lines of Inquiry	An inquiry into Human body systems Prevention and cure of diseases Dimensions of fitness	EXHIBITION	An inquiry into Ways of expression Different art forms to express Expressing ourselves through art form	An inquiry into Work, force, energy Function of the machines Role of machines	An Inquiry into Rights and responsibilities of consumers and producers Types of Industry/factory functions Interconnectedness of global economy	Issues faced by children Ways to be aware to reflect and respond People and Organizations working to protect and support children
Subjects	Science Living things PSPE	EXHIBITION	Language (L-S-R-W) Arts (Elements of art and design, Creating, responding),	Science (Forces and energy, Materials and matter) Mathematics	Social Studies (Human systems and economic activities, Resources, and environment)	Social studies (Human systems and economic activities, Social organization, and culture)

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	Active living			Shape and Space, Pattern, Data handling	Math: (Data Handling, Measurement)	PSPE (identity, interactions, active living)
Related Concepts	Systems, Biology, Classification, Growth, Homeostasis, Stress, Organism, Choice, Interdependence, Biomechanics, Body form, Body control, Flexibility, Strength, Endurance	EXHIBITION	Generate, develop, and modify ideas creatively, infer meanings, draw conclusions, and make judgments about Art forms	Conservation of energy, Efficiency, Forms of energy, Magnetism, Mechanics, Physics, Power, Technological advances, Properties and uses of materials, Structures, Sustainability.	Human systems and economic activities, Resources and environment, Data Handling, Measurement	Equality Rights Consequences Conflict Justice
ATL	Thinking, Communication Self-management	EXHIBITION	Communication, Self-management, Social	Thinking, Communication Research	Social, Research Self-management	Social, Self-management Thinking
Attributes of Learner Profile	Inquirer Balanced	EXHIBITION	Communicator Reflective	Thinker Risk taker	Open minded Knowledgeable	Caring Principled