



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"> • Living things • Earth and space • Materials and matter • Forces and energy 	<ul style="list-style-type: none"> • Human systems and economic activities • Social organization and culture • Continuity and change through time • Human and natural environments • Resources and the environment 	<ul style="list-style-type: none"> • Oral language Listening and Speaking • Visual language Viewing and Presenting • Written language Reading • Written language -Writing 	<ul style="list-style-type: none"> • Data Handling • Measurement • Shape and space • Pattern and Function • Numbers 	<ul style="list-style-type: none"> • Active Living • Identity • Interaction 	<ul style="list-style-type: none"> • Responding • Creating






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 and Dates						
Big Idea	Watch me grow		Stories		Being Together	Animal Homes
Key Concepts	Change , Function, causation		Perspective , Form, Connection		Form, Function Responsibility	Connection, Form Function
Central idea	Every day I learn more about myself		Stories help us imagine and enjoy the language and have fun.		We use many things together in school for different reasons that help us learn.	Animals make their homes in different places and in a special way.
Lines of Inquiry	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.Characters in a story 2. Stories from different lands/world 3. Retelling stories		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
Subjects	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)
Related Concepts	Science-Growth PSPE-Body form (Active living) Gender(Identity)		Arts-Imagination and performance Social studies-Diversity PSPE-fair play, community		SSt - Consumption PSPE - Ownership, Interaction	Science-Animals S.St.-Habitat
ATL skills	Self-management		Communication Thinking Social		Self-management Communication Thinking	Thinking skills Research skill
Learner Profile	Caring Balanced Principled		Communicator Thinker Reflective		Open minded Risk taker Caring	Inquirer Caring Knowledgeable
Connected SDG						



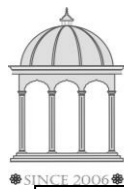
EY2 : 4-5 years

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
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 manage finite resources with other people and with other living communities and the relationships within and between communities and the environment ; access to equal opportunities ; peace and conflict resolution.
Order and Dates						
Big Idea	Celebrations		Play	Solar system		Green Guardians
Key Concepts	Perspective responsibility Form		Perspective , Connection, Causation	Form, Change , Causation		responsibility, form, function
Central idea	Festivals and Celebrations help to enjoy , know and respect each other.		Play helps children learn, explore and stay healthy.	Solar system has the Sun and everything that moves around it		Plants are a resource that people need to conserve
Lines of Inquiry	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 on health	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
Subjects	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)
Related Concepts	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
ATL	Thinking Research Social		Self-management Communication Social skills	Thinking Research Communication		Research Thinking Communication
IBLP	Communicator Reflective Open Minded		Principled Risk Taker Balanced	Knowledgeable Inquirer Thinker		Caring Knowledgeable Principled
SDG						



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
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 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; communities and the relationships within and between them ; access to equal opportunities; peace and conflict resolution.
Order and Dates						
Big Idea	Knowing you and me		What an idea!	Substances		World of Animals
Key Concepts	Connection Perspective Responsibility		Perspective Function Form	Form Change Causation		Form Function Perspective
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.		Animals have different features which help them to survive.
Lines of Inquiry	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. Communicating feelings and ideas 2. Different forms of expressions 3. Self-expression	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
Subjects	PSPE (identity, interactions) Arts (Creating, Responding) Language (listening, speaking, reading, viewing and presenting)		Arts (creating and responding) PSPE (identity, interactions) Language (listening, speaking, reading, writing, viewing and presenting)	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)
Related Concepts	PSPE-Diversity, Wellness Arts-Interpretation, Imagination Language		PSPE-Interactions-teamwork Identity - Image Arts-Imagination, Performance, Techniques	Science-Changes of state, properties and uses of materials		Social Studies-Resources and environment - distribution Science-Living things - Classification, Animals
ATL	Communication Thinking Social		Communication Self-management Social	Thinking Research Self-management		Thinking Research
IBLP	Balanced Open minded Reflective		Courageous / Risk Taker Communicator Reflective	Knowledgeable Inquirer Thinker		Inquirer Principled Knowledgeable
SDG						












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; 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 relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives	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 society; 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 responsibility 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 resolution.
Order and Dates						
Big Idea	Super Body	Homes	Books	Weather	Helping hands	The Green Team
Key Concepts	Form, Function , Responsibility	Function , Change, Perspective	Connection, Form, Perspective	Form, Change, Causation	Function , Connection , Perspective	Form , Function, 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.	Books help us to explore, imagine, connect and learn.	Weather is a natural phenomenon which affects the lifestyle of people	In every community people are working together to address needs, solve problems and create a positive change.	Plants are of various kinds and have unique characteristics supporting life on earth.
Lines of Inquiry	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. My 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.Types of plants 2.Characteristics of plants 3. Importance of plant care
Subjects	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)
Related Concepts	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
ATL	Self-Management Research Thinking	Social Communication Research	Social Communication Self Management	Research Thinking Communication	Self-Management Communication Social	Research Thinking Self management
IBLP	Balanced Knowledgeable Inquirer	Caring Reflective Open minded	Communicator Open minded Reflective	Inquirer Thinker Knowledgeable	Balanced Courageous Principled	Caring Principled Knowledgeable
SDG						



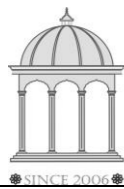
PYP 2 : 7-8 years

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
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 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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Order and Dates						
Big Idea	Children around the world	Land forms	Tell tales - poems, prose, songs	Simple machines	Animal kingdom	Natural wealth Water
Key Concepts	Perspective Connection Form	Form Connection Causation	Form Function Perspective	Form Connection Function	Form Function Causation	Responsibility Function Change
Central idea	Children around the world are alike yet different in many ways.	Places on earth have physical features that impact the lives of people.	Storytelling is an art that can be expressed through rhythms.	Invention of simple machines has made our lives easier.	To help study animals, we have devised ways of naming and classifying them according to their similarities and differences.	Water as a natural resource is important to us and needs to be used mindfully.
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. Stories through poems 2. Rhymes and rhythms 3. My expression through poetry	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)	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	Science: mechanics, efficiency, physics Social studies: innovation, progress	Science - Animals, Biodiversity, Adaptation, Biology, SS1 - Conservation	Social studies: Pollution, Consumption, Conservation, Distribution Science - Liquids, properties Sustainability, Water
ATL	Thinking Social Self-management	Research Thinking Self Management	Communication Self-Management 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
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 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; communities and the relationships within and between them ; access to equal opportunities; peace and conflict resolution.
Order and Dates						
Big Idea	Vital Organs	My home town	Diversity	The Producers	Farm to plate	Elements of nature
Key Concepts	Form Function Connection	Change Connection Perspective	Perspective Change Connection	Form Function Connection	Change Function Connection	Form Function Causation
Central idea	Vital organs in the human body are deemed essential for function and must be cared for.	Places we belong to have a rich history and change over a period of time.	Celebrations reflect the beliefs, values and heritage of culture that express diversity within our global community.	The ability of plants to make their own food enables the world to survive.	Processing, preservation and packaging of food is important that impacts our health	The elements of nature create energy and are crucial to maintain a balance on Earth.
Lines of Inquiry	An inquiry into 1. Functions of vital organs 2. Malfunction of organs 3. Preventing diseases	An inquiry into 1. History of my hometown 2. My home town - Then and Now 3. The future of my hometown	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. Importance of elements of nature 2. What energy can do 3. My role as an energy conserver
Subjects	Science: (living things) Math:(Shape and space, Data handling) PSPE:(Active Living) Language: (listening , speaking, reading, writing, viewing and presenting)	Social studies: (Social organization and culture) (Continuity and change through time) PSPE : Identity Language (listening , speaking, reading, writing, viewing and presenting)	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, exploration, history PSPE - Heritage, Diversity	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 - Conservation, Forms of energy and transformation SSt - Conservation, Consumption, Energy
ATL	Self Management Communication Thinking	Communication Social 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
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 and Dates						
Big Idea	Aspire to Inspire	My Country My Nation Unit celebration - 30th Sept 23	Effect of Light and sound	Matter	Being prepared	Ecosystems
Key Concepts	Perspective Connection Form	Form Change Connection	Function Connection Causation	Form Change Perspective	Causation Connection Responsibility	Form, Causation Responsibility
Central idea	People are inspired by the lives of others that impact the world	Knowing the history of a country enables us to discover the connections between the past and the present.	Use of light and sound can create innovative and artistic expressions.	All things are made up of matter and exist in different forms which are manipulated for 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: 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
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 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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
Order and Dates						
Big Idea	Human Body	Exhibition 23-24	Exploring Uniqueness	Water as a reactant	Innovation in motion	Sustainable Development
Key Concepts	Function Connection Responsibility		Perspective Function Connection	Change Function Causation	Form Function Connection,	Form Connection Responsibility
Central idea	Human body is a complex-system and all the parts work together to keep us fit.		People use creativity to express their uniqueness.	Water can be the reactant or product of the reaction and is considered to be a universal solvent.	Machines help us to do a great deal of work with less effort and have brought changes in our lives	Sustainable development is a need to preserve quality and continuity of life on earth
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.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. Types of machines 2. Relation of work, force and energy with machines 3. Impact of machines	An inquiry into 1. Mission of the UNO 2. Sustainable development 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)		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)	Science: (Forces and energy) Social Studies: (Continuity and change through time) (Human systems and economic activities) 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		PSPE: identity, Interaction Art: Elements of art and design, Creating, responding PSPE: Identity, culture	Science - Changes of states, Chemical and physical change, Structure	Science - Conservation of energy, Efficiency, SSt - Innovation, Production	Social Studies: Equality, Rights, Consequences PSPE: Conflict, Justice, Peace
ATL	Thinking Research Self-management		Communication Self-management Social	Research Thinking Communication	Thinking Research Self management	Self-management Research Thinking
IBLP	Balanced, Inquirer, Thinker		Open minded, Communicator, Reflective	Knowledgeable Inquirer Communicator	Knowledgeable, Inquirer, Risk taker	Caring, Principled, Reflective
SDG						