

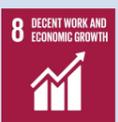
Grade: Discovery Age: 3 - 4 years old						
Transdisciplinary Theme	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANISE OURSELVES	SHARING THE PLANET
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual 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 relationships between and the interconnectedness of individuals and civilisations from local and global perspectives.	An inquiry into the way 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 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 living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	Identities change as we grow.		We use our "Hundred Languages" to express ourselves.	Materials can be manipulated to suit a given purpose.		People's actions impact living things.
An inquiry into:	<ul style="list-style-type: none"> Our characteristics and abilities How abilities change Ways to reflect on growth 		<ul style="list-style-type: none"> Exploring our "Hundred Languages" Different ways we express our creativity Media and tools for expression 	<ul style="list-style-type: none"> What materials are used for Materials can be changed for a different purpose Materials can be manipulated to change form 		<ul style="list-style-type: none"> Living things in our environment How our actions make a difference Ways we can be responsible in our community
Key Concepts	form, change, reflection		form, function, perspective	form, change		causation, responsibility
Related Concepts	Identity, growth		creativity, communication	materials, cause & effect		impact
Subject Focus	PSPE Social Studies		Performing Arts, Language	Performing Arts, Visual Art, Science		Science PSEL Social Studies
UN SDG(s)	  					

Grade: Kindergarten 1 Age: 4-5 years old						
Transdisciplinary Theme	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 relationships between and the interconnectedness of individuals and civilisations from local and global perspectives.	An inquiry into the way 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 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 living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	Personal choices affect ourselves and others		Storytelling allows us to share ideas, feelings and experiences.	<i>Water unit of inquiry to be developed 2017-18</i>		Learning about animals in our environment helps us make responsible choices.
An inquiry into:	<ul style="list-style-type: none"> ● My choices/ behaviour have consequences ● What we do makes a difference ● Everyone has responsibility 		<ul style="list-style-type: none"> ● Ourselves as storytellers ● Communicating personal stories ● Storytelling in different ways ● Appreciating storytelling 			<ul style="list-style-type: none"> ● How we observe and notice animals in our environment ● Observable features and behaviors of animals ● The connection between animals and the environment ● Animals in different habitats require us to be responsible in different ways
Concepts	connection, responsibility, causation		form, connection, perspective			form, connection, responsibility
Related Concepts	care, safety, safe-choice, supervision, need, happiness, problem-solving		story, imagination, expression			habitat, growth, animals
Subject Focus	Personal Social & Emotional Learning, PE, Performing Arts		Language Visual Art			Science
UN SDG(s)						

Grade: Kindergarten 2 Age: 5 - 6 years old						
Transdisciplinary Theme	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 relationships between and the interconnectedness of individuals and civilisations from local and global perspectives.	An inquiry into the way 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 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 living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	Awareness of my identity and abilities helps connect and develop our international community.	The design of shelters is influenced by environmental factors and available resources.	Artists express ideas and emotions for different purposes.	Understanding forces helps us make sense of the world.	People organize themselves through a process to create goods and services for the community.	Our personal choices can impact the environment.
An inquiry into:	<ul style="list-style-type: none"> Identity has many parts and can change over time How we belong to different identity groups Ways we are different, but equal The impact of a growth mindset on our abilities 	<ul style="list-style-type: none"> Materials and available resources How shelters are designed and constructed Similarities and differences between the purpose of shelters 	<ul style="list-style-type: none"> Inspiration of artists Different mediums for expression Experiencing and appreciating a variety of art forms 	<ul style="list-style-type: none"> Different forces around us What makes things move Our skills as scientists 	<ul style="list-style-type: none"> The needs and wants of a community Parts to make a whole Process to create a good or service Our responsibility as producers and consumers 	<ul style="list-style-type: none"> Ways we impact the environment How my actions make a difference Waste can be reduced, reused and recycled
Concepts	reflection, perspective	form, function, connection	perspective, reflection	function, causation	form, function, responsibility	causation, change, responsibility
Related Concepts	identity, interest, ability	design, resources, environment	expression, inspiration, creativity	movement, force	process, materials, production	citizenship, pollution, environment
Subject Focus	PSEL, Language	Social Studies, Science, Mathematics	Performing Arts, Language	Science, Mathematics, Visual Art	Social Studies, Language	Science, Social Studies
UN SDG(s)	 			 		 

Grade: 1 Age: 6 - 7 years old						
Transdisciplinary Theme	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 relationships between and the interconnectedness of individuals and civilisations from local and global perspectives.	An inquiry into the way 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 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 living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	Balance in our lives can promote health and well-being.	The contributions of significant people affect the way we live.	Writers use poetry to share ideas and connect with others.	Sound and light affect our lives in many ways.	Communities have a set of routines and systems to help them function.	Human interactions with the environment have an impact on the survival of plants and animals
An inquiry into:	<ul style="list-style-type: none"> Ways we take care of ourselves A balanced lifestyle How our choices impact our health 	<ul style="list-style-type: none"> Our personal histories Why a person becomes significant The effect of significant people on our lives 	<ul style="list-style-type: none"> Forms and devices in poetry Purpose of poems Beliefs and values communicated through poetry Poetry as a form of expression 	<ul style="list-style-type: none"> The sources and properties of light and sound The manipulation of light and sound Ways light and sound help us experience our world 	<ul style="list-style-type: none"> How routines and systems work The effect of routines and systems on communities How our choices impact a system and the community 	<ul style="list-style-type: none"> Different environments of living things External features of living things Impact of humans on living things
Concepts	form, causation, reflection	change, reflection	form, reflection	form, function, causation	causation, function, responsibility	form, connection, causation
Related Concepts	choice, well-being, balance	contribution, impact	expression, audience, voice	properties, impact, forms of energy (electricity, light, sound)	systems, cooperation, organization	impact, interconnectedness, ecosystems
Subject Focus	Science, PSEL, Social Studies, Language, PE	Social Studies, Visual Art	Literacy, Performing Arts	Science, Performing Arts	Personal Social, Physical Education, Language	Social Studies, Science
UN SDG(s)		 			 	 

Grade: 2 Age: 7 - 8 years old						
Transdisciplinary Theme	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 relationships between and the interconnectedness of individuals and civilisations from local and global perspectives.	An inquiry into the way 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 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 living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	Beliefs and values shape communities.	Curiosity drives exploration to discover and understand the world.	Cultures express creativity in many ways.	Materials can be changed and used for different purposes.	Choices that digital citizens make impact the global community.	Choice and action promote how people approach conflict and relationships.
An inquiry into:	<ul style="list-style-type: none"> How a community works The impact of our behaviors Tools used to navigate communities 	<ul style="list-style-type: none"> Types of exploration How people explore Outcomes of exploration 	<ul style="list-style-type: none"> What culture is Forms of cultural expression Creation of cultural art forms Interpretation and reflection of cultural art forms 	<ul style="list-style-type: none"> How materials behave How materials can change Why materials are manipulated to suit a certain purpose. 	<ul style="list-style-type: none"> Purposes and forms of digital technology Online responsibilities Ways to evaluate media 	<ul style="list-style-type: none"> Causes of conflict (local and global) Strategies to promote cooperation in problem solving Our responsibility as peacekeepers
Concepts	function, connection, responsibility	form, function, causation	connection, perspective, reflection	form, change, causation	causation, connection, responsibility	causation, responsibility, perspective
Related Concepts	interdependence, self regulation, action	exploration, geography, time	culture, beliefs, expression	properties & uses of materials, sustainability	networks, choices, digital citizens	justice, conflict, rights, agency
Subject Focus	PSEL, Mathematics, Language, PE	Social Studies, Mathematics, Language, PE	Performing Arts, PSE, Language	Science, Mathematics, Language, Visual Art, Performing Arts	Social Studies, Language	Social Studies, PSE
UN SDG(s)					 	

Grade: 3 Age: 8 - 9 years old						
Transdisciplinary Theme	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
Central Idea	Appreciating what people believe can enable us to become global citizens.	Our solar system and our understanding of it is constantly changing.	Artists choose from a variety of techniques to express their message.	Understanding forces can help humans to design effective machines.	Our economic activities affect people and impact the environment.	The struggle to share the environment impacts living things.
An inquiry into:	<ul style="list-style-type: none"> Characteristics of a global citizen Experiences that shape our beliefs Similarities and differences among belief systems 	<ul style="list-style-type: none"> Space exploration and discoveries impacts our lives Earth is part of a larger interacting system The solar system is constantly changing 	<ul style="list-style-type: none"> Artists communicate their ideas in a variety of ways The choice of technique communicates an artist's message Perspective influences an interpretation of the artist's message 	<ul style="list-style-type: none"> Types of forces Simple machines in everyday lives Applying science knowledge to create effective machines 	<ul style="list-style-type: none"> Fairness and sustainability in growth and development The effects of economic activities and globalization Our power as consumers to effect change 	<ul style="list-style-type: none"> How living things uniquely adapt for survival The impact of changing environment Human perspectives on conservation and the effect on living things
Concepts	perspective, connection, reflection	connection, change, causation	form, causation, perspective	form, function, causation	causation, perspective, responsibility	causation, connection, perspective
Related Concepts	tolerance, religion, culture	exploration, space, cycles/time	emotion, choice, message	force, design	choice, fairness	adaptation, conservation, loss
Subject Focus	PSEL, Performing Arts	Science, Visual Art,	Language, Visual Art, Performing Arts, Language	Science, PE	Social Studies, PSEL	Science
UN SDG(s)	 				  	 

Grade: 4 Age: 9 - 10 years old						
Transdisciplinary Theme	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 relationships between and the interconnectedness of individuals and civilisations from local and global perspectives.	An inquiry into the way 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 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 living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	Our body systems are affected by our choices.	Connections to our past and present influence future generations.	Ideas are expressed in many ways.	Earth's surface changes over time as a result of natural processes and human activity.	Entrepreneurs consider purpose and forces when creating products and services.	Children's rights and responsibilities exist to enable equitable opportunities.
An inquiry into:	<ul style="list-style-type: none"> • Different body systems • How body systems work • The effect our choices have on our body systems 	<ul style="list-style-type: none"> • The different forms of heritage • The connection between what is valued and what is preserved • Who decides what is worth preserving 	<ul style="list-style-type: none"> • How we use design thinking as a process to discover and express ideas. • How we can make connections through an appreciation of others creations. • How reflecting on our identity allows us to have a deeper self awareness. 	<ul style="list-style-type: none"> • Characteristics of the Earth's surface • Factors that change Earth's surface • Impact of Earth's changes 	<ul style="list-style-type: none"> • How entrepreneurs consider purpose and needs and wants • The forces that influence decision making • The process an entrepreneur follows 	<ul style="list-style-type: none"> • Children's rights and equity • Circumstances that determine a child's access to opportunities • The role of social responsibility and action
Concepts	form, function, causation	form, connection, perspective	connection, reflection	form, change, causation	causation, connection	causation, perspective, responsibility
Related Concepts	health, lifestyle, choices, systems	heritage, legacy	identity, design	time, movement, geology	systems, economics, social responsibility	equity (fairness), social action, circumstances
Subject Focus	Science, PSE, Physical Education, Performing Arts,	Social Studies, Language	Language, Social Studies, Performing Arts	Science, Mathematics	Mathematics, Social Studies, Visual Art, PSEL	Social Studies
UN SDG(s)					 	

PYP Programme of Inquiry 2017 - 2018

Transdisciplinary Theme	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
Central Idea	Transitions involve changes that require adaptation.	Human migration affects communities, cultures and individuals.	Identity is expressed in many ways.	Electrical energy can be transferred, transformed and controlled.	Governance unit of inquiry to be developed in 2017-18	We can each make a difference to the world through community action.
An inquiry into:	<ul style="list-style-type: none"> How transitions work and their purpose The inevitability of change and how it impacts us How we adapt to new roles and responsibilities 	<ul style="list-style-type: none"> Migration occurs for many reasons How migration results in change Perspectives related to migration 	<ul style="list-style-type: none"> What is identity Factors that influence identity Sharing and expressing our identity How our identity connects us with the global community 	<ul style="list-style-type: none"> Electrical Sciences The ways electricity can be measured The impact of electricity on the world 		<ul style="list-style-type: none"> Service (community action) comes in many different forms Lasting effective change is encouraged by dedication, organization strategy and building relationships We have the power to make a difference to the lives of others
Concepts	function, change, responsibility	causation, change, perspective	connection, perspective	form, function, causation		all key concepts
Related Concepts	growth, identity, relationships	rights, migration, conflict	identity, expression	transformation, systems, energy		dependent on focus of exhibition
Subject Focus	Personal Social & Physical Education, Science	Social Studies, Language, Visual Art	Performing Arts, Language, PSEL	Science, Mathematics	Performing Arts, Visual Art, PE	all subject areas
UN SDG(s)				 		