

## Primary School Programme of Inquiry 2019-2020

	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
	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.
Grade 5	<i>PYP Exhibition</i>	<b>An inquiry into:</b> ...orientation in place and time <b>Central Idea:</b> Studying patterns over time often leads to well-informed conclusions. <b>Lines of inquiry:</b> 1. Recognizing distinguishing features 2. Predicting change using patterns 3. Generating conclusions <b>Key Concepts:</b> Form, Change, Connection <b>Related Concepts:</b> discovery, exploration, time <b>Learner profile:</b> Reflective, Knowledgeable, Thinker	<b>An inquiry into:</b> ...the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values <b>Central Idea:</b> Being aware of our historical perspectives and biases may lead us to take responsible action. <b>Lines of inquiry:</b> 1. the causes and effects of historical and current inequalities 2. how varying perspectives are expressed 3. what motivates change makers to take action <b>Key Concepts:</b> Perspective, Responsibility, Causation <b>Related Concepts:</b> equality, rights & responsibilities, action, diversity, history, stereotypes, digital citizenship <b>Learner profile:</b> Open-minded, Caring	<b>An inquiry into:</b> ...the natural world and its laws; how humans use their understanding of scientific principles; the impact of scientific technological advances on society and on the environment <b>Central Idea:</b> Investigation allows for a deeper understanding of our world. <b>Lines of inquiry:</b> 1. The different major landforms on Earth 2. How Earth has changed over time 3. Maps of Earth's features. <b>Key Concepts:</b> Causation, Form, Function <b>Related Concepts:</b> materials, properties of matter, structure <b>Learner profile:</b> Inquirers, Knowledgeable	<b>An inquiry into:</b> ...the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making <b>Central Idea:</b> Systems may evolve from changing human experiences. <b>Lines of inquiry:</b> 1.The influence various governments have on societal decision-making 2. How decisions are made in different civilizations 3. The different types of human-made systems <b>Key Concepts:</b> Form, Function, Change, Perspective <b>Related Concepts:</b> cultural norms, decision-making, rules & laws <b>Learner profile:</b> Thinkers, Communicators	<b>An inquiry into:</b> ...the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them <b>Central Idea:</b> Disruptions may alter the equilibrium of cycles. <b>Lines of inquiry:</b> 1. Matter and energy cycles to support life 2. Sustainable environments require balanced interactions 3. Global events influence the health of environments <b>Key Concepts:</b> Connection, Function, Causation <b>Related Concepts:</b> system (ecosystem), environment, energy, energy transfer (food web), matter, growth, cycle (recycle), sustainability, balance, decomposition <b>Learner profile:</b> Thinkers, Principled
Grade 4	<b>An inquiry into:</b> ...beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures... <b>Central Idea:</b> Our cultural backgrounds shape our beliefs, values and actions. <b>Lines of inquiry:</b> 1. The relationship between culture and identity 2. The beliefs and values influence each other and shape our actions 3. What defines the cultures students identify with <b>Key Concepts:</b> Change, Perspective, Connection <b>Related Concepts:</b> identity, third culture kids, beliefs & values, tolerance vs. acceptance <b>Learner profile:</b> Open-Minded, Caring, Reflective	<b>An inquiry into:</b> ...orientation in place and time; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives <b>Central Idea:</b> Humans migrate in response to challenges, risks and opportunities. <b>Lines of inquiry:</b> 1. Reasons for exploration 2. How explorations have taken place over time 3. The consequences of explorations <b>Key Concepts:</b> causation, change, connection <b>Related Concepts:</b> migration, exploration, opportunities, geography <b>Learner profile:</b> Open-Minded, Caring, Reflective	<b>An inquiry into:</b> An inquiry into the ways in which we discover and express ideas...the ways in which we reflect on, extend and enjoy our creativity... <b>Central Idea:</b> The need for energy sparks innovation and creative problem solving. <b>Lines of inquiry:</b> 1. How energy is transformed into different forms 2. People's need for energy affects the environment in multiple ways 3. Innovative action can help conserve the Earth's resources <b>Key Concepts:</b> change, responsibility, causation <b>Related Concepts:</b> energy transfer, design process, innovation, action <b>Learner profile:</b> Thinker, Reflective, Open-minded	<b>An inquiry into:</b> ...the natural world and its laws; the impact of scientific technological advances on society and on the environment <b>Central Idea:</b> Patterns in nature determine the Earth's physical features. <b>Lines of inquiry:</b> 1. The different major landforms on Earth 2. How Earth has changed over time 3. Maps of Earth's features. <b>Key Concepts:</b> Causation, Form, Function <b>Related Concepts:</b> landforms, weathering, patterns, design cycle, topography <b>Learner profile:</b> Knowledgeable, Thinker, Communicator	<b>An inquiry into:</b> ...societal decision-making; economic activities and their impact on humankind and the environment <b>Central Idea:</b> Economies rely on resources and choices to sustain societies. <b>Lines of inquiry:</b> 1. The availability of resources influences the economy 2. Economies connect people and societies 3. People regulate economies <b>Key Concepts:</b> Function, Connection, Responsibility <b>Related Concepts:</b> resources, economy, regulation <b>Learner profile:</b> Thinkers, Principled, Reflective	<b>An inquiry into:</b> ...rights and responsibilities in the struggle to share finite resources with other people and other living things <b>Central Idea:</b> Living things process and respond to information in different ways for survival. <b>Lines of inquiry:</b> 1. Structures of living things 2. Systems sense, process, and respond 3. Adaptation and survival <b>Key Concepts:</b> Causation, Function, Form <b>Related Concepts:</b> cause & effect, structures, functions, survival <b>Learner profile:</b> Knowledgeable, Communicator
Grade 3	<b>An inquiry into:</b> ...the nature of the self; beliefs and values; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. <b>Central Idea:</b> Communities create and share diverse cultural experiences and stories. <b>Lines of inquiry:</b> 1. Family stories from the past 2. Sharing cultural experiences 3. How might differences connect us <b>Key Concepts:</b> Connection, Perspective, Responsibility <b>Related Concepts:</b> Song stories, Folktales <b>Learner profile:</b> Communicators, Open-minded, Caring	<b>An inquiry into:</b> ...orientation in place and time; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives <b>Central Idea:</b> We adapt to the climate we live in. <b>Lines of inquiry:</b> 1. Difference between weather and climate 2. Types of climates 3. How people are affected by natural hazards <b>Key Concepts:</b> Form, Causation <b>Related Concepts:</b> past and present, weather, seasons, patterns, geography <b>Learner profile:</b> Inquirers, Knowledgeable, Communicator	<b>An inquiry into:</b> ...the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values in which we reflect on, extend and enjoy our creativity <b>Central Idea:</b> Mini Exhibition An inquiry process helps us explore our interests to share with others. <b>Lines of inquiry:</b> 1. There are diverse ways of self-expression 2. An inquiry process supports our exploration 3. Many strategies can help represent and enhance meaning <b>Key Concepts:</b> Connection, Perspective, Form <b>Related Concepts:</b> passion & interests, SDGs, inquiry cycle <b>Learner profile:</b> Communicator, Risk-Taker, Open-minded	<b>An inquiry into:</b> ...natural world and its laws; the interaction between the natural world (physical and biological) and human societies <b>Central Idea:</b> Scientists and engineers plan investigations to understand the forces and interactions in the world. <b>Lines of inquiry:</b> 1. The qualities of a scientist and an engineer 2. Balanced and unbalanced forces 3. The observable and measurable patterns <b>Key Concepts:</b> Form, Function, Causation <b>Related Concepts:</b> forces & motion, investigations, patterns <b>Learner profile:</b> Inquirers, Knowledgeable, Thinkers, Reflective	<b>An inquiry into:</b> ...interconnectedness of human-made systems and communities; the structure and functions of organizations <b>Central Idea:</b> People can collaborate to organize society. <b>Lines of inquiry:</b> 1. Rights and responsibilities of people in a community 2. How organized communities function 3. Decision making <b>Key Concepts:</b> Causation, Function, Responsibility <b>Related Concepts:</b> responsibility, children's rights, justice & equity, decision making <b>Learner profile:</b> Communicators, Risk-Takers, Reflective	<b>An inquiry into:</b> ...communities and the relationship within and between them; access to equal opportunities <b>Central Idea:</b> Organisms adapt to their environment in order to survive. <b>Lines of inquiry:</b> 1. How organisms survive 2. Life cycles and traits 3. Environmental change <b>Key Concepts:</b> Form, Change, Connection, Responsibility <b>Related Concepts:</b> habitats, adaptations, survival <b>Learner profile:</b> Knowledgeable, Thinkers, Principled, Reflective
Grade 2	<b>An inquiry into:</b> ...the nature of the self; human relationships including families, friends, communities, and cultures; rights and responsibilities <b>Central Idea:</b> Citizens understand who they are and what they do to contribute to their communities. <b>Lines of inquiry:</b> 1. Roles and responsibilities of the community 2. How citizens contribute to their communities 3. Different communities <b>Key Concepts:</b> Connection, Responsibility <b>Related Concepts:</b> personal communities, beliefs & culture, responsibilities <b>Learner profile:</b> Communicators, Principled, Caring	<b>An inquiry into:</b> ...orientation in place and time; personal histories; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives <b>Central Idea:</b> People from the past have shaped the present. <b>Lines of inquiry:</b> 1. How life has changed over time 2. Influential events 3. How we influence events <b>Key Concepts:</b> Causation, Change, Connection <b>Related Concepts:</b> interconnectedness, perspective, time, migration, opportunities <b>Learner profile:</b> Inquirers, Reflective, Open-minded	<b>An inquiry into:</b> ...the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values <b>Central Idea:</b> Value is determined in different ways and involves decision making. <b>Lines of inquiry:</b> 1. How value is determined 2. The outcome of our choices 3. The role of economic institutions <b>Key Concepts:</b> Perspective, Causation, Function <b>Related Concepts:</b> value, choice, contribution <b>Learner profile:</b> Reflective, Principled, Balanced	<b>An inquiry into:</b> ...the natural world and its laws; the interaction between the natural world (physical and biological) and human societies <b>Central Idea:</b> People are knowledgeable about Earth's changes, and use solutions to adapt. <b>Lines of inquiry:</b> 1. Different ways Earth changes 2. Landforms & bodies of water 3. Constructing and using maps <b>Key Concepts:</b> Form, Change, Causation <b>Related Concepts:</b> time, natural vs man-made, process, solution <b>Learner profile:</b> Inquirer, Communicator	<b>An inquiry into:</b> ...interconnectedness of human-made systems and communities <b>Central Idea:</b> The Scientific Process helps organize investigations. <b>Lines of inquiry:</b> 1. The Scientific Process 2. Properties and states of matter <b>Key Concepts:</b> Form, Function, Change <b>Related Concepts:</b> states of matter, role of scientific communities, scientific method, properties <b>Learner profile:</b> Inquirer, Thinker	<b>An inquiry into:</b> ...rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them <b>Central Idea:</b> All living things are connected and need each other to survive. <b>Lines of inquiry:</b> 1. Importance of biodiversity in different ecosystems 2. How plants provide energy 3. How energy transfers between living things <b>Key Concepts:</b> Form, Connection, Causation <b>Related Concepts:</b> habitats, survival, pollination <b>Learner profile:</b> Thinker, Risk-Taker, Knowledgeable
Grade 1	<b>An inquiry into:</b> ...personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities <b>Central Idea:</b> An understanding of personal and social skills contributes to success in learning. <b>Lines of inquiry:</b> 1. Noticing and naming our own and others' feelings 2. Learning skills 3. Strategies for problem-solving with others <b>Key Concepts:</b> Responsibility, Reflection, Perspective <b>Related Concepts:</b> compassion & empathy, social problem-solving skills, friendships <b>Learner profile:</b> Principled, Caring, Balanced	<b>An inquiry into:</b> ...orientation in place and time; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspective <b>Central Idea:</b> Humans observe patterns in nature in order to thrive in the environment. <b>Lines of inquiry:</b> 1. Patterns in the sky 2. Changes in weather and seasons 3. Seasonal celebrations <b>Key Concepts:</b> Change, Form, Connection <b>Related Concepts:</b> Patterns, Time, Cycles <b>Learner profile:</b> Inquirer, Knowledgeable	<b>An inquiry into:</b> ...we discover and express ideas...the ways in which we reflect on, extend and enjoy our creativity <b>Central Idea:</b> Interest and passion can lead to growing knowledge and self-awareness. <b>Lines of inquiry:</b> 1. Taking risks to explore interests 2. Different ways to express creativity 3. How knowledge develops through perseverance <b>Key Concepts:</b> Perspective, Responsibility <b>Related Concepts:</b> collaboration, communication, commitment <b>Learner profile:</b> Open-minded, Risk-taker, Reflective	<b>An inquiry into:</b> ...the natural world and its laws; how humans use their understanding of scientific principles <b>Central Idea:</b> People use their understanding of scientific principles to communicate. <b>Lines of inquiry:</b> 1. Sound can be produced in different ways. 2. Light has properties that we can observe and describe. 3. We use tools and materials to communicate. <b>Key Concepts:</b> Form, Function, Causation <b>Related Concepts:</b> light, sound, communication, waves, vibration <b>Learner profile:</b> Inquirers, Communicators	<b>An inquiry into:</b> ...the interconnectedness of human-made systems and communities <b>Central Idea:</b> Goods and services allow people to satisfy their needs and wants. <b>Lines of inquiry:</b> 1. Local resources depend on geography. 2. Organizations/ Institutions provide goods and services for the community. 3. Where you live affects what goods and services can be provided. <b>Key Concepts:</b> Form, Connection, Perspective <b>Related Concepts:</b> environment, resources, economy <b>Learner profile:</b> Knowledgeable, Thinkers	<b>An inquiry into:</b> ...communities and the relationship within and between them <b>Central Idea:</b> Living things use their natural structures to grow and survive. <b>Lines of inquiry:</b> 1. The function of structures of living things. 2. Different organisms have similarities and differences. 3. Some human inventions mimic plant and animal structures. <b>Key Concepts:</b> Form, Function, Causation <b>Related Concepts:</b> plants, life cycles, offspring, resemblance <b>Learner profile:</b> Inquirers, Thinkers, Communicators

<p><b>KG</b></p>	<p><b>An inquiry into:</b> ...the nature of the self; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, what it means to be human. Year-long unit</p> <p><b>Central Idea:</b> Building awareness of self and others promotes growth, wellbeing, and a sense of community.</p> <p><b>Lines of inquiry:</b> 1. Recognizing and expressing emotions 2. How to build empathy 3. Recognizing differences between us 4. Accepting ourselves and others</p> <p><b>Key Concepts:</b> Connection, Reflection, Responsibility, Perspective</p> <p><b>Related Concepts:</b> feelings/emotions, community, decision-making, health &amp; safety, communication</p> <p><b>Learner profile:</b> Open-minded, Caring, Balanced, Reflective</p>	<p><b>An inquiry into:</b> ...orientation in place and time; discoveries, explorations of humankind</p> <p><b>Central Idea:</b> Artifacts help us ask questions about the past.</p> <p><b>Lines of inquiry:</b> 1. Using different resources explore the past 2. Making generalizations about the past 3. Asking questions</p> <p><b>Key Concepts:</b> Reflection, Perspective, Connection</p> <p><b>Related Concepts:</b> artifacts, questioning, research tools, the past, sculptures, 2D-3D shapes</p> <p><b>Learner profile:</b> Inquirer, Risk-taker, Reflective, Knowledgeable</p>	<p><b>An inquiry into:</b> ...the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity. Year-long unit</p> <p><b>Central Idea:</b> We communicate and express ourselves in different ways.</p> <p><b>Lines of inquiry:</b> 1. Different ways to express ideas 2. Functions of signs and symbols 3. Different perspective in stories 4. How we communicate with others</p> <p><b>Key Concepts:</b> Form, Function, Connection, Perspective</p> <p><b>Related Concepts:</b> story-telling, characters, points of view, symbols</p> <p><b>Learner profile:</b> Communicators, Risk-takers, Reflective</p>	<p><b>An inquiry into:</b> ...the natural world and its laws; the interaction between the natural world and human societies; how humans use their understanding of scientific principles</p> <p><b>Central Idea:</b> Investigations allow people to problem solve and come to new understandings.</p> <p><b>Lines of inquiry:</b> 1. How we explore and investigate 2. What we discover through our investigations 3. A design process can help us problem solve</p> <p><b>Key Concepts:</b> Form, Causation, Change</p> <p><b>Related Concepts:</b> story-telling, characters, points of view, symbols</p> <p><b>Learner profile:</b> Inquirer, Thinker, Knowledgeable</p>	<p><i>Not required at this stage</i></p>	<p><b>An inquiry into:</b> ...the struggle to share finite resources with other people and other living things</p> <p><b>Central Idea:</b> Living things affect the environment in different ways.</p> <p><b>Lines of inquiry:</b> 1. Living things have needs to live and grow. 2. The relationship between living things and the environment 3. We have responsibilities to care for our environment.</p> <p><b>Key Concepts:</b> Change, Causation, Responsibility</p> <p><b>Related Concepts:</b> choice, environment, cause and effect, needs, changes, empathy</p> <p><b>Learner profile:</b> Principled, Caring, Reflective</p>
<p><b>PK2</b> <b>Year-long units</b></p>	<p><b>An inquiry into:</b> ...personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities</p> <p><b>Central Idea:</b> Healthy relationships create nurturing communities.</p> <p><b>Lines of inquiry:</b> 1. Carrying out daily routines with increasing independence 2. How our communities provide safe and caring environments 3. Building healthy relationships at school</p> <p><b>Key Concepts:</b> Form, Causation, Responsibility</p> <p><b>Related Concepts:</b> friendships, ownership, family members, identity, communities, culture</p> <p><b>Learner profile:</b> Thinkers, Communicators, Principled, Caring,</p>	<p><i>Not required at this stage</i></p>	<p><b>An inquiry into:</b> ... the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><b>Central Idea:</b> People use language to express their ideas, experiences, and culture.</p> <p><b>Lines of inquiry:</b> 1. Different art forms convey meaning. 2. Stories tell us about the real and imagined worlds. 3. Culture is expressed in different forms.</p> <p><b>Key Concepts:</b> Function, Connection, Perspective</p> <p><b>Related Concepts:</b> language, communication, storytelling, cultures</p> <p><b>Learner profile:</b> Communicators, Inquirers, Open-minded</p>	<p><b>An inquiry into:</b> ...the natural world and its laws; how humans use their understanding of scientific principles</p> <p><b>Central Idea:</b> Exploration leads to knowing more about the world.</p> <p><b>Lines of inquiry:</b> 1. Our experiences connect us to the wider world. 2. Curiosity leads us to explore. 3. We can use different strategies to make our thinking visible.</p> <p><b>Key Concepts:</b> Form, Connection, Change</p> <p><b>Related Concepts:</b> exploration, designing, visible thinking, schedules &amp; routines, theorizing</p> <p><b>Learner profile:</b> Knowledgeable, Inquirers, Risk-takers</p>	<p><i>Not required at this stage</i></p>	<p><b>An inquiry into:</b> ...rights and responsibilities in the struggle to share finite resources with other people and with other living things</p> <p><b>Central Idea:</b> Resource sharing in learning spaces cultivates a sense of community and equity.</p> <p><b>Lines of inquiry:</b> 1. Taking part in the care for the learning community 2. Understanding how one's choices affect others 3. Developing sense of their worlds by generating and testing working theories</p> <p><b>Key Concepts:</b> Responsibility, Causation, Function</p> <p><b>Related Concepts:</b> community, empathy, responsibility</p> <p><b>Learner profile:</b> Principled, Balanced, Thinkers, Caring</p>
<p><b>PK1</b> <b>Year-long units</b></p>	<p><b>An inquiry into:</b> ...the nature of the self; human relationships including families, friends, communities, and cultures; rights and responsibilities</p> <p><b>Central Idea:</b> A caring and secure environment connect learners to their community.</p> <p><b>Lines of inquiry:</b> 1. Their own responsibilities at school 2. What makes a caring and secure environment 3. Different parts of the school community</p> <p><b>Key Concepts:</b> Connection, Responsibility</p> <p><b>Related Concepts:</b> family relationships, safety, classroom agreements, school life &amp; routines, inclusivity</p> <p><b>Learner profile:</b> Principled, Caring, Balanced</p>	<p><i>Not required at this stage</i></p>	<p><b>An inquiry into:</b> ... the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><b>Central Idea:</b> Ideas can be expressed in different ways.</p> <p><b>Lines of inquiry:</b> 1. We can represent our ideas in creative ways. 2. Stories expose us to our own and other's cultures. 3. Play promotes reciprocal interaction.</p> <p><b>Key Concepts:</b> Perspective, Connection, Form</p> <p><b>Related Concepts:</b> creating stories, imaginative play, art making, story-telling, visible thinking</p> <p><b>Learner profile:</b> Communicators, Inquirers, Risk-Taker, Reflective, Open-minded</p>	<p><b>An inquiry into:</b> ...the natural world and its laws</p> <p><b>Central Idea:</b> Curiosity sparks interest in our environment.</p> <p><b>Lines of inquiry:</b> 1. Our senses guide our exploration. 2. Materials behave in different ways. 3. We take risks to problem solve.</p> <p><b>Key Concepts:</b> Form, Causation, Reflection</p> <p><b>Related Concepts:</b> theorizing, properties of materials, problem solving</p> <p><b>Learner profile:</b> Inquirers, Communicators</p>	<p><i>Not required at this stage</i></p>	<p><b>An inquiry into:</b> ...rights and responsibilities in the struggle to share finite resources with other people and with other living things; peace and conflict resolution.</p> <p><b>Central Idea:</b> Working together requires sharing and problem solving.</p> <p><b>Lines of inquiry:</b> 1. Everyone has a voice. 2. Everyone has strengths and ideas. 3. Everyone contributes towards common goals.</p> <p><b>Key Concepts:</b> Perspective, Responsibility</p> <p><b>Related Concepts:</b> goal-setting, collaboration, communication</p> <p><b>Learner profile:</b> Caring, Communicator, Open-Minded</p>
<p><b>Nursery</b> <b>Year-long units</b></p>	<p><b>An inquiry into:</b> ...the nature of the self; human relationships including families, friends, communities, and cultures; rights and responsibilities</p> <p><b>Central Idea:</b> A caring and secure environment helps learners understand who they are in a community.</p> <p><b>Lines of inquiry:</b> 1. We are part of different communities. 2. Our daily routines help us keep healthy and safe. 3. Our communities provide safe and caring environments.</p> <p><b>Key Concepts:</b> Reflection, Connection, Responsibility</p> <p><b>Related Concepts:</b> learning spaces, classroom community, family, relationships, social norms</p> <p><b>Learner profile:</b> Inquirers, Knowledgeable, Communicators, Principled, Caring, Balanced</p>	<p><i>Not required at this stage</i></p>	<p><b>An inquiry into:</b> ... the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><b>Central Idea:</b> Learners express themselves through play.</p> <p><b>Lines of inquiry:</b> 1. We communicate in different ways. 2. Play brings out a variety of emotions. 3. Recognizing patterns help in language development.</p> <p><b>Key Concepts:</b> Perspective, Function, Form</p> <p><b>Related Concepts:</b> music, verbal and non-verbal language, communication, empathy</p> <p><b>Learner profile:</b> Inquirer, Communicator, Caring, Reflective</p>	<p><b>An inquiry into:</b> ...the natural world and its laws</p> <p><b>Central Idea:</b> Curiosity sparks interest in our environment.</p> <p><b>Lines of inquiry:</b> 1. Our senses guide our exploration. 2. Materials behave in different ways. 3. We take risks to problem solve.</p> <p><b>Key Concepts:</b> Form, Causation, Reflection</p> <p><b>Related Concepts:</b> senses, properties of materials, perseverance</p> <p><b>Learner profile:</b> Inquirer, Risk-Takers, Knowledgeable, Open-minded, Thinkers</p>	<p><i>Not required at this stage</i></p>	<p><i>Not required at this stage</i></p>

\*Units are based upon previous year's units and are subject to change