



Grade 1

	<p><b>Who we are</b></p> <p><i>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; and what it means to be human.</i></p>	<p><b>Where we are in place and time</b></p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p><b>How we express ourselves</b></p> <p><i>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</i></p>	<p><b>How the world works</b></p> <p><i>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; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p><b>How we organize ourselves</b></p> <p><i>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</i></p>	<p><b>Sharing the planet</b></p> <p><i>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.</i></p>
<p><b>Grade 1</b> <b>(6-7 Year Olds)</b></p>	<p style="text-align: center;"><b>Relationships (1)</b></p> <p><b>Central Idea</b> The relationships children have in their home, school, and community can impact well-being.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> choices, relationships, well-being</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Roles within relationships</li> <li>• Ways to build good relationships</li> <li>• Reasons relationships are important</li> </ul>	<p style="text-align: center;"><b>Family Histories (3)</b></p> <p><b>Central Idea</b> Learning about previous generations can help people understand the connections between past and present.</p> <p><b>Key concepts:</b> causation, change, connection</p> <p><b>Related concepts:</b> time, history, significance</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Ways to find out about the past</li> <li>• The passing of time and significant events</li> <li>• Why some practices have changed over time</li> </ul>	<p style="text-align: center;"><b>Celebrations (Year Long)</b></p> <p><b>Central Idea</b> Celebrations and traditions can express shared beliefs and values.</p> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> beliefs, values, culture</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Reasons people celebrate</li> <li>• Features of traditions and celebrations</li> <li>• Symbols in celebrations and traditions</li> </ul>	<p style="text-align: center;"><b>Light and Sound (4)</b></p> <p><b>Central idea</b> Light and sound can be produced by different sources and can be changed.</p> <p><b>Key concepts:</b> form, causation, connection</p> <p><b>Related concepts:</b> transfer, energy</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Different sources of light and sound</li> <li>• Ways light can be changed</li> <li>• Ways sounds can be produced and changed</li> </ul>	<p style="text-align: center;"><b>Transportation Systems (5)</b></p> <p><b>Central Idea</b> Communities develop transportation systems to help meet their needs</p> <p><b>Key concepts:</b> function, change, causation</p> <p><b>Related concepts:</b> technology, systems, organization</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Types and features of transportation systems</li> <li>• Decisions involved in using transportation systems</li> <li>• The different ways transportation systems develop</li> </ul>	<p style="text-align: center;"><b>Living Things (2)</b></p> <p><b>Central Idea</b> Living things adapt to their habitats to survive</p> <p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related concepts:</b> interdependence, adaptation, habitat</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Exploring ways living things are suited to their habitats</li> <li>• Ways living things interact in their habitats</li> <li>• How people can interact with habitats in a safe and responsible way</li> </ul>
<p><b>PYP Subject Focus</b></p>	<ul style="list-style-type: none"> <li>• PSPE</li> <li>• PE</li> <li>• Language</li> <li>• Social Studies</li> <li>• Visual Art</li> <li>• Dance</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Social Studies</li> <li>• Language</li> <li>• Japanese (Beginner)</li> <li>• Dance</li> <li>• Music</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• PSPE</li> <li>• Language</li> <li>• Social Studies</li> <li>• Visual Art</li> <li>• Religion</li> <li>• Japanese (Beginner/Advanced)</li> <li>• Music</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Mathematics</li> <li>• Science</li> <li>• ICT</li> <li>• Music</li> <li>• Dance</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• PE</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• Japanese (Advanced)</li> <li>• Music</li> <li>• Dance</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Science</li> <li>• Mathematics</li> <li>• ICT</li> <li>• Music and Dance</li> <li>• Visual Art</li> <li>• Religion</li> </ul>
<p><b>Approaches to Learning</b></p>	<ul style="list-style-type: none"> <li>• Social</li> <li>• Communication</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Thinking</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking</li> <li>• Communication</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking</li> <li>• Communication</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Social</li> <li>• Communication</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Thinking</li> <li>• Research</li> </ul>
<p><b>Learner Profiles</b></p>	<ul style="list-style-type: none"> <li>• <b>Learner Profile:</b> Compassionate, Principled, Caring</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learner Profile:</b> Reflective, Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learner Profile:</b> Globally minded, religious, Open-minded, Communicator</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learner Profile:</b> Knowledgeable, Inquirer</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learner Profile:</b> Thinker, Inquirer</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learner Profile:</b> Risk-taker, Balanced</li> </ul>



Grade 2

	<p><b>Who we are</b></p> <p><i>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; and what it means to be human.</i></p>	<p><b>Where we are in place and time</b></p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p><b>How we express ourselves</b></p> <p><i>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</i></p>	<p><b>How the world works</b></p> <p><i>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; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p><b>How we organize ourselves</b></p> <p><i>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</i></p>	<p><b>Sharing the planet</b></p> <p><i>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.</i></p>
<p><b>Grade 2</b> <b>(7-8 Year Olds)</b></p>	<p><b>Self-Awareness (1)</b></p> <p><b>Central Idea</b> Self Awareness informs our learning and development</p> <p><b>Key concepts:</b> connection, responsibility</p> <p><b>Related concepts:</b> identity, consequences, behaviour</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Exploring personal characteristics, abilities and interests</li> <li>Awareness of ourselves in social situations</li> <li>Using self awareness to set goals</li> </ul>	<p><b>Places We Live (5)</b></p> <p><b>Central Idea</b> People's lives are influenced by the places in which they live.</p> <p><b>Key concepts:</b> form, causation, change</p> <p><b>Related concepts:</b> culture, geography, impact</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The cultural and physical features of where we live</li> <li>Ways cultural and physical features influence people's lives</li> </ul>	<p><b>Appreciating Nature (Year Long)</b></p> <p><b>Central Idea</b> People express their appreciation of nature in different ways.</p> <p><b>Key concepts:</b> form, perspective, responsibility</p> <p><b>Related concepts:</b> appreciation, nature, inspiration, well-being</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The different ways people express an appreciation of nature</li> <li>The reasons why people appreciate nature</li> <li>Ways to respond to nature</li> </ul>	<p><b>Forces and Motion (2)</b></p> <p><b>Central Idea</b> People apply their understanding of forces and energy to simple, compound and complex machines.</p> <p><b>Key concepts:</b> function, change, causation</p> <p><b>Related concepts:</b> forces, mechanics</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Different types of forces</li> <li>How machines function</li> <li>The impact of machines on our world</li> </ul>	<p><b>Communities (3)</b></p> <p><b>Central Idea</b> People play different roles in the communities they belong to.</p> <p><b>Key concepts:</b> form, function, responsibility</p> <p><b>Related concepts:</b> community, organisation, interaction</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Reasons people live in a community</li> <li>Roles and responsibilities needed to support a community</li> <li>How communities are organized</li> </ul>	<p><b>Marine Ecosystems (4)</b></p> <p><b>Central Idea</b> Maintaining healthy marine ecosystems helps sustain life</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> habitat, conservation, biodiversity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Identifying and classifying marine life</li> <li>How marine ecosystems support life</li> <li>People's efforts to conserve marine ecosystems</li> </ul>
<p><b>PYP Subject Focus</b></p>	<ul style="list-style-type: none"> <li>PSPE</li> <li>PE</li> <li>Language</li> <li>ICT</li> <li>Visual Art</li> <li>Dance</li> <li>Religion</li> <li>Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Social Studies</li> <li>Japanese(Beginner/Advanced)</li> <li>Dance</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Social Studies</li> <li>Music</li> <li>Dance</li> <li>Religion</li> <li>Japanese (Advanced)</li> <li>Visual Art</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Mathematics</li> <li>Language</li> <li>PE</li> <li>ICT</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Social Studies</li> <li>PSPE</li> <li>Religion</li> <li>Japanese (Beginner)</li> <li>Visual Arts</li> <li>ICT</li> </ul>	<ul style="list-style-type: none"> <li>Language / Library</li> <li>Science</li> <li>ICT</li> <li>Religion</li> <li>Music and Dance</li> <li>Visual Arts</li> </ul>
<p><b>Approaches to Learning</b></p>	<ul style="list-style-type: none"> <li>Social</li> <li>Self-management</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Thinking</li> <li>Social</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Communication</li> <li>Self management</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Social</li> <li>Thinking</li> <li>Self-management</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Communication Skills</li> <li>Thinking Skills)</li> <li>Social Skills</li> <li>Research</li> </ul>
<p><b>Learner Profiles</b></p>	<ul style="list-style-type: none"> <li><b>Learner Profile</b> reflective, caring, balance</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> open-minded , inquirer</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> knowledgeable, inquirer</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Knowledgeable, Thinker</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile</b> communicator, risk-taker</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile focus:</b> principled, balanced</li> </ul>

Grade 3



	<p align="center"><b>Who we are</b></p> <p><i>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; and what it means to be human.</i></p>	<p align="center"><b>Where we are in place and time</b></p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p align="center"><b>How we express ourselves</b></p> <p><i>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</i></p>	<p align="center"><b>How the world works</b></p> <p><i>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; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p align="center"><b>How we organize ourselves</b></p> <p><i>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</i></p>	<p align="center"><b>Sharing the planet</b></p> <p><i>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.</i></p>
<p><b>Grade 3</b> <b>(8-9 Year Olds)</b></p>	<p align="center"><b>Healthy Choices (1)</b></p> <p><b>Central Idea</b> The choices people make can affect their health and well-being.</p> <p><b>Key concepts:</b> causation, responsibility, connection</p> <p><b>Related concepts:</b> consequences, health, choices</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>What it means to have a balanced life</li> <li>How the choices we make affect our mind and body</li> <li>Different sources of information that help us make choices</li> </ul>	<p align="center"><b>Inventors &amp; Inventions (3)</b></p> <p><b>Central Idea</b> Inventions create change and can lead to new possibilities.</p> <p><b>Key concepts:</b> form, change, causation</p> <p><b>Related concepts:</b> technological advances, discovery</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Types of inventions and how they work</li> <li>Inventions that impact people's lives</li> <li>How circumstances lead to the creation of important inventions</li> </ul>	<p align="center"><b>Performing Arts (5)</b></p> <p><b>Central Idea</b> The performing arts offer opportunities for creativity, expression, and enjoyment in different cultures.</p> <p><b>Key concepts:</b> function, connection, perspective,</p> <p><b>Related concepts:</b> self-expression, diversity, traditions</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>How cultures communicate ideas through the performing arts</li> <li>Common features of performances</li> <li>Ways to create a performance to express a theme or idea</li> </ul>	<p align="center"><b>Stable Structures (4)</b></p> <p><b>Central Idea</b> The design of structures depends on environmental factors and available materials.</p> <p><b>Key concepts:</b> form, function, connection</p> <p><b>Related concepts:</b> materials, forces</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Forces acting on strong and stable structures</li> <li>Materials used when building structures</li> <li>The impact of structures on the environment</li> </ul>	<p align="center"><b>The Marketplace (2)</b></p> <p><b>Central Idea</b> Marketplaces depend on the ability to produce goods and supply services that can be exchanged.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> trade, business</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The role of supply and demand</li> <li>The distribution of goods and services</li> <li>Responsible production and consumption</li> </ul>	<p align="center"><b>Plants (Year Long)</b></p> <p><b>Central Idea</b> Plant diversity can affect the wellbeing of people and other living things.</p> <p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related concepts:</b> classification, conservation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Conditions plants need to grow</li> <li>The interrelationship between plants and other living things</li> <li>The importance of plant diversity</li> </ul>
<p><b>PYP Subject Focus</b></p>	<ul style="list-style-type: none"> <li>PSPE</li> <li>PE</li> <li>Science</li> <li>Social Studies</li> <li>Dance</li> <li>ICT</li> <li>Religion</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies</li> <li>Science</li> <li>PE</li> <li>ICT</li> <li>Japanese (Advanced)</li> <li>Music</li> <li>Dance</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>Dance</li> <li>PSPE</li> <li>Language</li> <li>Social Studies</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Mathematics</li> <li>PE</li> <li>ICT</li> <li>Dance</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> <li>Social Studies</li> <li>Japanese (Beg/Int)</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Language</li> <li>Mathematics</li> <li>Religion</li> <li>Japanese (Beg/Int/Adv)</li> <li>Visual Arts</li> </ul>
<p><b>Approaches to Learning</b></p>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Communication</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Self-management</li> <li>Social</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Self-Management</li> <li>Social</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Self-management Skill</li> </ul>
<p><b>Learner Profiles</b></p>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Reflective, Balanced</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Open-minded</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Communicators, Risk-takers</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Knowledgeable, Thinker</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Principled</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Inquirer, Caring</li> </ul>



Grade 4

	<p><b>Who we are</b></p> <p><i>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; and what it means to be human.</i></p>	<p><b>Where we are in place and time</b></p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p><b>How we express ourselves</b></p> <p><i>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</i></p>	<p><b>How the world works</b></p> <p><i>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; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p><b>How we organize ourselves</b></p> <p><i>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</i></p>	<p><b>Sharing the planet</b></p> <p><i>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.</i></p>
<p><b>Grade 4</b> <b>(9-10 Year Olds)</b></p>	<p><b>The Human Body Systems (3)</b></p> <p><b>Central Idea</b> The effective interactions between human body systems contribute to health and survival.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> systems, lifestyle choices, healthcare</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Body systems and how they work</li> <li>How body systems are connected</li> <li>Diseases and access to medical care globally</li> </ul>	<p><b>Explorers (4)</b></p> <p><b>Central Idea</b> Exploration can lead to discoveries, opportunities and new understandings.</p> <p><b>Key concepts:</b> causation, perspective, change</p> <p><b>Related concepts:</b> impact, discoveries, exploration</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Reasons for exploration</li> <li>How explorations have taken place over time</li> <li>The consequences of past and future exploration</li> </ul>	<p><b>Expression through the Arts (1)</b></p> <p><b>Central Idea</b> People create art to express complex and meaningful themes</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> creativity, symbolism, themes</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The variety of themes reflected in art</li> <li>Different perspectives when viewing art</li> <li>Creating art to reflect issues</li> </ul>	<p><b>Weather Systems (2)</b></p> <p><b>Central Idea</b> Being able to predict weather systems and patterns can help people be prepared for changing conditions</p> <p><b>Key concepts:</b> function, change, causation</p> <p><b>Related concepts:</b> weather, systems, climate</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The relationship between weather and climate</li> <li>Measuring and predicting weather</li> <li>The impact of and response to extreme weather events</li> </ul>	<p><b>Rules, Rights and Responsibilities (Year Long)</b></p> <p><b>Central Idea</b> The rules and responsibilities within social structures can support or deny human rights.</p> <p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related concepts:</b> rights, justice, interdependence</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The relationship between rules, rights and responsibilities</li> <li>How the UN conventions support children's rights</li> <li>How the UN Sustainable Development Goals support human rights</li> </ul>	<p><b>Energy and Earth's Resources (5)</b></p> <p><b>Central Idea</b> People can make choices to support the sustainability of Earth's energy resources.</p> <p><b>Key concepts:</b> form, responsibility, connection</p> <p><b>Related concepts:</b> resources, conservation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Earth's Resources (renewable &amp; non-renewable)</li> <li>Generating energy using Earth's resources</li> <li>The impact of people's choices on the sustainability of Earth's energy resources</li> </ul>
<p><b>PYP Subject Focus</b></p>	<ul style="list-style-type: none"> <li>PSPE</li> <li>PE</li> <li>Science</li> <li>Japanese (Beg/Adv)</li> <li>ICT</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Social Studies</li> <li>Japanese (Adv)</li> <li>PE</li> <li>Dance</li> <li>Music</li> <li>Religion</li> <li>ICT</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>Language</li> <li>Social Studies</li> <li>PE</li> <li>Dance</li> <li>Visual Arts</li> <li>ICT</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Language</li> <li>ICT</li> <li>Visual Arts</li> <li>Japanese (Beginner/Int)</li> </ul>	<ul style="list-style-type: none"> <li>PSPE</li> <li>Social Studies</li> <li>Religion</li> <li>Dance</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Visual Arts</li> </ul>
<p><b>Approaches to Learning</b></p>	<ul style="list-style-type: none"> <li>Communication</li> <li>Self-Management</li> <li>Social</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Self-Management</li> <li>Thinking</li> <li>Communication</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Thinking</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Self-Management</li> <li>Thinking</li> <li>Social</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Research</li> </ul>
<p><b>Learner Profiles</b></p>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Balanced, Inquirer, Communicator</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Knowledgeable, Open-minded</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Risk-taker, Communicator, Open-minded</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Knowledgeable, Thinker</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Thinker, Caring, Open-minded</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Principled, Reflective, Caring</li> </ul>



Grade 5

	<p><b>Who we are</b></p> <p><i>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; and what it means to be human.</i></p>	<p><b>Where we are in place and time</b></p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p><b>How we express ourselves</b></p> <p><i>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</i></p>	<p><b>How the world works</b></p> <p><i>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; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p><b>How we organize ourselves</b></p> <p><i>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</i></p>	<p><b>Sharing the planet</b></p> <p><i>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.</i></p>
<p><b>Grade 5</b> <b>(10-11 Year Olds)</b></p>	<p><b>Human Growth &amp; Development</b> <b>(Exhibition will be in place of this unit in 2020 - 4)</b></p> <p><b>**The PSPE part of the programme will still be taught throughout Semester Two</b></p> <p><b>Central Idea</b> Changes people experience during adolescence can affect their evolving sense of self.</p> <p><b>Key concepts:</b> function, change, responsibility</p> <p><b>Related concepts:</b> maturity, image, well-being</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The physical, emotional and intellectual changes that occur throughout life</li> <li>Factors that contribute to well-being during adolescence</li> <li>How relationships contribute to our self-concept</li> </ul>	<p><b>Ancient Civilizations</b> <b>(3)</b></p> <p><b>Central Idea</b> Evidence of past civilizations can be used to make connections to present-day societies.</p> <p><b>Key concepts:</b> form, change, connection</p> <p><b>Related concepts:</b> continuity, analyses, societies</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Characteristics of civilizations and societies</li> <li>Connections between past and present societies</li> <li>Processes involved in collecting, analysing and validating evidence</li> </ul>	<p><b>Media</b> <b>(Year Long)</b></p> <p><b>Central Idea</b> People can create or manipulate messages to target specific audiences</p> <p><b>Key concepts</b> - function, perspective, responsibility</p> <p><b>Related concepts</b> - media, messages, influence</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How the elements of messages can be used to influence target audiences</li> <li>The power and impact of media</li> <li>Critical evaluation of messages presented through media</li> </ul>	<p><b>States of Matter</b> <b>(5)</b></p> <p><b>Central Idea</b> People use their knowledge of properties of matter to suit specific needs</p> <p><b>Key concepts:</b> function, change, causation</p> <p><b>Related concepts:</b> measurement, transformation, industrialization</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>How scientists investigate properties of matter</li> <li>Conditions that cause chemical and physical changes in matter</li> <li>How societies take advantage of the properties of matter</li> </ul>	<p><b>Global Food Production</b> <b>(1)</b></p> <p><b>Central Idea</b> People have developed systems for producing and distributing food around the world</p> <p><b>Key concepts:</b> Function, Perspective, Responsibility</p> <p><b>Related concepts:</b> Sustainability, consumption, waste</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Access to food</li> <li>Food production and distribution</li> <li>Sustainable practices in food production</li> </ul>	<p><b>Peace &amp; Conflict</b> <b>(2)</b></p> <p><b>Central Idea</b> Reaching a resolution to conflict can be influenced by the actions and reactions of all involved.</p> <p><b>Key concepts:</b> causation, perspective, responsibility</p> <p><b>Related concepts:</b> peace, reconciliation, exploitation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Causes of conflict (personal, local and global)</li> <li>Strategies used to resolve conflict and their consequences</li> </ul>
<p><b>PYP Subject Focus</b></p>	<ul style="list-style-type: none"> <li>PSPE</li> <li>PE</li> <li>Visual Arts</li> <li>Language</li> <li>Science</li> <li>Social Studies</li> <li>Religion</li> <li>ICT</li> <li>Japanese</li> <li>Music</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> <li>Language</li> <li>Social Studies</li> <li>Visual Art</li> <li>Religion</li> </ul>	<ul style="list-style-type: none"> <li>PSPE</li> <li>Social Studies</li> <li>ICT</li> <li>Visual Arts</li> <li>Music</li> <li>Japanese (Intermediate/Adv)</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Mathematics</li> <li>Language</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Social Studies</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>PE</li> <li>PSPE</li> <li>Language</li> <li>Social Studies</li> <li>Religion</li> <li>Spanish</li> <li>Japanese (Advance)</li> <li>Visual Art</li> <li>Music</li> </ul>
<p><b>Approaches to Learning</b></p>	<ul style="list-style-type: none"> <li>Self-Management</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Social</li> <li>Communication</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Skills</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Social</li> <li>Research Skills</li> </ul>
<p><b>Learner Profiles</b></p>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Balanced, Communicator, Caring</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Inquirers, Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Communicators, Reflective, Principled</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Knowledgeable, Thinker, Inquirer</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Leader, Principled</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Communicator, Open-minded</li> </ul>



Grade 6

	<p><b>Who we are</b></p> <p><i>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; and what it means to be human.</i></p>	<p><b>Where we are in place and time</b></p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p><b>How we express ourselves</b></p> <p><i>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</i></p>	<p><b>How the world works</b></p> <p><i>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; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p><b>How we organize ourselves</b></p> <p><i>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</i></p>	<p><b>Sharing the planet</b></p> <p><i>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.</i></p>
<p><b>Grade 6</b> <b>(11-12 Year Olds)</b></p>	<p><b>International Mindedness (Year Long)</b></p> <p><b>Central Idea</b> Understanding the beliefs and values of different cultures can promote international mindedness</p> <p><b>Key concepts:</b> form, causation, perspective</p> <p><b>Related concepts:</b> international mindedness, identity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• What constitutes culture</li> <li>• The varying beliefs of different people and how they develop</li> <li>• Developing and promoting international mindedness</li> </ul>	<p><b>Earth and Space (2)</b></p> <p><b>Central Idea</b> Space exploration has led to new discoveries and ideas about life beyond earth</p> <p><b>Key concepts:</b> Function, Connection</p> <p><b>Related concepts:</b> exploration, systems, space</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How Earth's position in space supports life</li> <li>• Space exploration through time</li> <li>• The ethics of space exploration</li> </ul>	<p><b>Role Models (Exhibition will be in place of this unit in 2020 - 4)</b></p> <p><b>Central Idea</b> Choices of role models can reflect the characteristics that societies and individuals value.</p> <p><b>Key concepts:</b> causation, responsibility</p> <p><b>Related concepts:</b> self-fulfilment, influence, value</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How and why role models are chosen</li> <li>• Influence of role models on our choices and actions</li> <li>• How personal strengths can be applied to help others</li> </ul>	<p><b>Earth's Physical Geography (5)</b></p> <p><b>Central Idea</b> The Earth's physical geography has an impact on human settlements</p> <p><b>Key concepts:</b> causation, change, connection</p> <p><b>Related concepts:</b> geology, adaptation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Causes of the variable physical geography around the world</li> <li>• The relationship between location and settlement</li> <li>• How humans respond to and prepare for changes in Earth's physical geography</li> </ul>	<p><b>Governments (1)</b></p> <p><b>Central Idea</b> The way in which government systems function can influence the lives of citizens.</p> <p><b>Key concepts:</b> function, perspective, responsibility</p> <p><b>Related concepts:</b> governance, citizenship, sustainability</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How government systems function</li> <li>• The United Nations Sustainable Development Goals</li> <li>• How different types of governments work to address the Development Goals</li> </ul>	<p><b>Global Access to Medical Care (3)</b></p> <p><b>Central Idea</b> Access to medical care around the world varies and can influence how diseases are spread</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> transmission, control, equality</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Types of diseases and microorganisms</li> <li>• How diseases spread</li> <li>• Global access to medical care</li> </ul>
<p><b>PYP Subject Focus</b></p>	<ul style="list-style-type: none"> <li>• PSPE</li> <li>• PE</li> <li>• Language</li> <li>• Social Studies</li> <li>• Religion</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Japanese (Adv)</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Mathematics</li> <li>• Language</li> <li>• Spanish</li> <li>• Music</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• PSPE</li> <li>• PE</li> <li>• Language</li> <li>• Social Studies</li> <li>• Science</li> <li>• Music</li> <li>• PE</li> <li>• ICT</li> <li>• Religion</li> <li>• Japanese</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• ICT</li> <li>• Visual Arts</li> <li>• Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Social Studies</li> <li>• PSPE</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Social Studies</li> <li>• Language</li> <li>• ICT</li> <li>• Japanese (Intermediate)</li> <li>• Visual Arts</li> </ul>
<p><b>Approaches to Learning</b></p>	<ul style="list-style-type: none"> <li>• Thinking</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-Management</li> </ul>	<ul style="list-style-type: none"> <li>• All TD Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Social</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Thinking</li> <li>• Communication</li> </ul>
<p><b>Learner Profiles</b></p>	<ul style="list-style-type: none"> <li>• <b>Learner Profile:</b> Global Minded, Religious, Knowledgeable, Open-Minded</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learner Profile:</b> Thinkers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All Learner Profile attributes</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learner Profile:</b> Inquirer, Knowledgeable, Thinker</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learner Profile:</b> Communicator, Knowledgeable, Principled</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learner Profile:</b> Inquirers, Knowledgeable</li> </ul>



Kindergarten 3 Year cycle (2019 - 2020 is Year A in the cycle)

	<p><b>Who we are</b></p> <p><i>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; and what it means to be human.</i></p>	<p><b>Where we are in place and time</b></p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p><b>How we express ourselves</b></p> <p><i>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</i></p>	<p><b>How the world works</b></p> <p><i>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; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p><b>How we organize ourselves</b></p> <p><i>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</i></p>	<p><b>Sharing the planet</b></p> <p><i>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.</i></p>
<p><b>KG</b> <b>(3-6 Year Olds)</b> <b>Year A</b></p>	<p><b>Ourselves</b></p> <p><b>Central Idea</b> People can learn more about who they are and how they can change</p> <p><b>Key concepts:</b> change, connection, form</p> <p><b>Related concepts:</b> learning, growth, personal identity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• What people can do</li> <li>• Ways people change</li> <li>• How people are alike and different</li> </ul>		<p><b>Feelings</b></p> <p><b>Central Idea</b> People express their feelings in many ways</p> <p><b>Key concepts:</b> form, perspective, causation</p> <p><b>Related concepts:</b> emotions, awareness, conflict resolution</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Identify feelings</li> <li>• Expressing feelings</li> <li>• How people manage feelings and respond to others feelings</li> </ul>	<p><b>Seasons and Weather</b></p> <p><b>Central Idea</b> Weather and seasonal changes affect everyday life</p> <p><b>Key concepts:</b> form, change, causation</p> <p><b>Related concepts:</b> cycles, weather, patterns</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Types of weather</li> <li>• Seasonal changes</li> <li>• How seasonal changes affect living things</li> </ul>		<p><b>Animals</b></p> <p><b>Central Idea</b> Animals have needs in order to grow and stay healthy</p> <p><b>Key concepts:</b> function, causation, responsibility</p> <p><b>Related concepts:</b> well-being, classification</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Characteristics of animals</li> <li>• Animal needs</li> <li>• How people care for animals</li> </ul>
<p><b>PYP Subject Focus</b></p>	<p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Social Studies</li> <li>• PSPE</li> <li>• Visual Arts</li> <li>• Dance</li> <li>• Music</li> <li>• Mathematics</li> </ul>		<p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Social Studies</li> <li>• PSPE - Veronica</li> <li>• Visual Arts</li> <li>• Music</li> <li>• Dance</li> </ul>	<p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>• Science</li> <li>• Language</li> <li>• Social Studies</li> <li>• Dance</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Mathematics</li> </ul>		<p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>• Science</li> <li>• Language</li> <li>• Social Studies</li> <li>• Mathematics</li> <li>• Dance</li> <li>• Music</li> <li>• Visual Arts</li> </ul>
<p><b>TD Skills Focus</b></p>	<ul style="list-style-type: none"> <li>• Thinking</li> <li>• Social</li> <li>• Self Management</li> </ul>		<ul style="list-style-type: none"> <li>• Social</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> </ul>		<ul style="list-style-type: none"> <li>• Research</li> <li>• Thinking</li> </ul>
<p><b>Learner Profile Focus</b></p>	<ul style="list-style-type: none"> <li>• Reflective</li> <li>• Open Minded</li> <li>• Globally Minded</li> </ul>		<ul style="list-style-type: none"> <li>• Reflective</li> <li>• Communicator</li> <li>• Open Minded</li> </ul>	<ul style="list-style-type: none"> <li>• Inquirer</li> <li>• Knowledgeable</li> </ul>		<ul style="list-style-type: none"> <li>• Caring</li> <li>• Principled</li> <li>• Compassionate</li> <li>• Collaborators</li> </ul>
<p><b>KG</b> <b>(3-6 Year Olds)</b> <b>Year B</b></p>	<p><b>Personal Health</b></p> <p><b>Central Idea</b> Diet and exercise can help keep people healthy</p> <p><b>Key concepts:</b> change, causation, responsibility</p> <p><b>Related concepts:</b> nutrition, health, growth</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How different food and drink can help people stay healthy.</li> </ul>		<p><b>Visual Art</b></p> <p><b>Central Idea</b> People can enjoy different artwork and use creativity to create visual arts</p> <p><b>Key concepts:</b> form, perspective, connection</p> <p><b>Related concepts:</b> appreciation, expression, enjoyment</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Different forms of Art</li> </ul>		<p><b>Signs and Symbols</b></p> <p><b>Central Idea</b> Signs and symbols can be used to communicate messages to people</p> <p><b>Key concepts: form, function, connection</b></p> <p><b>Related concepts: communication, systems, expression</b></p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Signs and symbols around us</li> </ul>	<p><b>Plants</b></p> <p><b>Central Idea</b> <b>Plants and People interact in different ways in different context</b></p> <p><b>Key concepts:</b> connection, perspective, responsibility</p> <p><b>Related concepts:</b> characteristics, relationships and needs</p> <p><b>Lines of Inquiry</b></p>



	<ul style="list-style-type: none"> <li>How different exercise can help keep people healthy</li> <li>How the choices we make can keep us healthy</li> </ul> <p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>Science</li> <li>Social Studies</li> <li>PSPE</li> <li>Dance</li> </ul>		<ul style="list-style-type: none"> <li>How people show their appreciation of art</li> <li>Creating different pieces of art</li> </ul> <p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>Language</li> <li>Social Studies</li> <li>Dance</li> <li>PSPE</li> <li>The Arts</li> </ul>		<ul style="list-style-type: none"> <li>Reasons for signs and symbols</li> <li>Features used to communicate locally and globally</li> </ul> <p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>Dance and music</li> <li>Language</li> <li>Social Studies</li> <li>PSPE</li> </ul>	<ul style="list-style-type: none"> <li>The different roles plants play in people's lives</li> <li>Particular plants for specific functions</li> <li>Our responsibility for the well being of plants</li> </ul> <p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>Science</li> <li>Social Studies</li> <li>PSPE</li> </ul>
<p><b>KG</b> <b>(3-6 Year Olds)</b> <b>Year C</b></p>	<p><b>Families</b></p> <p><b>Central Idea</b> Our families help us in different ways</p> <p><b>Key concepts:</b> connection, function, responsibility <b>Related concepts:</b> cooperation, friendship and balance</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Different kinds of families</li> <li>Roles within families</li> <li>Responsibilities within families</li> </ul> <p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>Social Studies</li> <li>Religion</li> <li>PSPE</li> </ul>	<p><b>Houses and Homes</b></p> <p><b>Central Idea</b> People's homes can be influenced by needs, wants, location and culture</p> <p><b>Key concepts:</b> form, perspective, connection <b>Related concepts:</b> home, needs, wants,</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Types of homes and houses</li> <li>Ways homes meet our needs and wants</li> <li>How homes can reflect where we come from</li> </ul> <p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>Social Studies</li> <li>PSPE</li> <li>Mathematics</li> <li>Science</li> </ul>	<p><b>Storytelling</b></p> <p><b>Central Idea</b> Stories can be told in many different ways</p> <p><b>Key concepts:</b> connection, Function and perspective <b>Related concepts:</b> communication, imagination, creativity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Why people tell stories</li> <li>Different ways to express stories</li> <li>Stories from different cultures</li> </ul> <p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>Language/Library</li> <li>Mathematics</li> <li>Science</li> <li>Social Studies</li> </ul>	<p><b>Properties of Materials</b></p> <p><b>Central Idea</b> Materials have properties which can determine how people use them</p> <p><b>Key concepts:</b> form, change, connection <b>Related concepts:</b> properties, classification,</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Properties of different materials</li> <li>Changing materials</li> <li>Selecting materials for a purpose</li> </ul> <p><b>PYP Subject Focus</b></p> <ul style="list-style-type: none"> <li>Science</li> <li>Mathematics</li> <li>The Arts</li> </ul>		