



Seisen International School Programme of Inquiry 2022-2023



**The Programme Of Inquiry is student driven, therefore this is a flexible document that may be changed and adapted throughout the academic year depending on the community of learners.*

Kindergarten Cycle (2022-2023 is Year A in the cycle)

Timeline	Dates: September - October	Dates: October - December	Dates: Year Long	Dates: February - April
KG (3-6 Year Olds) Year A	Who we are <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>	How we express ourselves <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>	How the world works <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>	Sharing the planet <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>
	Personal Identity Central Idea: <i>People can learn more about who they are and how they can change</i>	Feelings Central Idea: <i>People express their feelings in many ways</i>	Change Central Idea: <i>Weather and seasonal changes affect everyday life</i>	Living Things Central Idea: <i>Living things have needs in order to survive.</i>
	Key concepts: change, connection, form Related concepts: learning, growth, identity Lines of Inquiry → Who I am → How people are alike and different → Ways people grow, learn and change	Key concepts: perspective, causation, responsibility Related concepts: feelings, awareness, conflict resolution Lines of Inquiry → Identifying feelings → Expressing feelings → How people manage feelings and respond to others feelings	Key concepts: function, change, causation Related concepts: cycles, patterns, living things Lines of Inquiry → Types of weather → Seasonal changes → How seasonal changes affect living things	Key concepts: form, responsibility, connection Related concepts: classification (living and nonliving), survival Lines of Inquiry → Characteristics of living things → The needs of living things → Our responsibility for the well-being of living things
PYP Subject Focus Social Studies Language Mathematics PSPE PE Art ICT	Social Studies Language Religion ICT Art PSPE PE	Science Language Mathematics Art ICT PE Music	Social Studies Science Language Mathematics ICT Art Music	
Approaches to Learning	Social Skills Self Management Skills	Social Skills Self Management Skills Communication Skills	Research Skills Thinking Skills	Research Skills Thinking Skills
Learner Profile Focus	Religious Open-minded Risk takers Balanced	Communicators Principled Caring	Inquirers Knowledgeable Thinkers	Globally Minded Leaders Reflective
SDGs 				



KG (3-6 Year Olds) Year B	Who we are <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>	How we express ourselves <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>	How we organize ourselves <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>	Sharing the planet <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>
	Health <i>Central Idea</i> <i>Our health can be influenced by the choices we make</i>	Play <i>Central Idea</i> <i>Through play we communicate and use our creativity to explore and discover.</i>	Communication <i>Central Idea</i> <i>Signs and symbols can be used to communicate ideas and information to people</i>	Conservation <i>Central Idea</i> <i>Being a responsible member of the community involves conserving resources.</i>
	Key concepts: change, causation, responsibility Related concepts: health, exercise, nutrition Lines of Inquiry → Well balanced diets → Different forms of exercise → How choices we make influence our health and well-being	Key concepts: perspective, form, function Related concepts: play, imagination, communication Lines of Inquiry → Different forms of play → Using our creativity and senses when playing → Communicating through play	Key concepts: form, function, connection Related concepts: communication, systems, symbols Lines of Inquiry → Signs and symbols around us → Purposes of signs and symbols → Ways signs and symbols help us to communicate locally and globally	Key concepts: responsibility, change, connection Related concepts: conservation, interdependence, resources Lines of Inquiry → Our use of resources → Actions we can take to conserve the resources we use → Reasons to reduce, recycle, reuse and upcycle everyday resources
	PYP Subject Focus Music Art PE Language Science	Music ICT PSPE/PE Art Language Mathematics Social Studies	Music ICT Art PSPE/PE Language Mathematics Social Studies	Music Art Mathematics Science Social Studies Language
	TD Skills Focus Self Management	Social Skills Communication	Communication Skills Thinking Skills	Research Skills Thinking Skills
	Learner Profile Focus Knowledgeable Balanced Reflective	Inquirers Open minded Risk takers	Religious Globally Minded Communicators	Leaders Thinkers Principled Caring
SDGs 				



<p>KG (3-6 Year Olds) Year C</p>	<p>Who we are</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>Where we are in place and time</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>How we express ourselves</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>How the world works</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>Friendship</p> <p><i>Central Idea</i> <i>Friends have qualities that can help each other learn and grow</i></p>	<p>Local Environment</p> <p><i>Central Idea</i> <i>The local environment shapes how we live</i></p>	<p>Storytelling</p> <p><i>Central Idea</i> <i>Stories can be told in many different ways</i></p>	<p>Investigation</p> <p><i>Central Idea</i> <i>Scientists investigate and discover how things work</i></p>
	<p>Key concepts: form, connection, responsibility</p> <p>Related concepts: friendship, learning, respect</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> → Qualities of a friend → How friends help each other → Different ways to make friends 	<p>Key concepts: Function, causation, responsibility</p> <p>Related concepts: homes, natural/man made, local environments</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> → Ways our local environments meets our needs and wants → How location and culture influence our local environments → Our responsibility towards local environments 	<p>Key concepts: Connection, Function, perspective</p> <p>Related concepts: communication, values, creativity</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> → Different ways to express stories → Stories from different cultures → Ways stories communicate ideas and values 	<p>Key concepts: causation, function, change</p> <p>Related concepts: science, investigation, discovery</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> → Thinking like a scientist → Using our senses to observe, explore and investigate → Investigating our own questions and reflecting on what we have learned
	<p>PYP Subject Focus</p> <p>Social Studies Language Media Center PE/PSPE Art Music</p>	<p>Social Studies Language Music Art Mathematics</p>	<p>Social Studies Language Music PSPE/ PE Art ICT</p>	<p>Science Mathematics Language ICT Media Center Art</p>
	<p>Approaches to Learning</p> <p>Social Skills Self Management Skills</p>	<p>Communication skills Thinking skills</p>	<p>Communication Skills</p>	<p>Research Skills Thinking Skills</p>
	<p>Learner Profile Focus</p> <p>Leaders Caring Balanced</p>	<p>Principled Reflective Open-minded</p>	<p>Religious Globally minded Communicator</p>	<p>Inquirer Knowledgeable Thinker Risk taker</p>
	<p>Seisen Leadership Profile</p> <p>Caring Communicator</p> <ul style="list-style-type: none"> • Use conflict resolution strategies • Help others succeed • Be socially aware • Take on a variety of roles <p>Leadership Mindset</p> <ul style="list-style-type: none"> • Practice positive self talk • Deal with frustration • Be reflective 	<p>Intercultural Communicators</p> <ul style="list-style-type: none"> • Respect Cultural differences • Learn from others • Advocate for multiple perspectives <p>Curious Learner</p> <ul style="list-style-type: none"> • Ask what if questions • Gather info from a variety of sources • Sort information • Draw conclusions 	<p>Intercultural Communicators</p> <ul style="list-style-type: none"> • Respect cultural differences • Practice empathy and care for others, learn from others <p>Curious Learner</p> <ul style="list-style-type: none"> • Gather information from a variety of sources 	<p>Curious Learner</p> <ul style="list-style-type: none"> • Answer What if Questions • Gather information from a variety of sources • Sort information • Draw conclusions <p>Entrepreneur</p> <ul style="list-style-type: none"> • Innovate, Develop, Design <p>Risk-Taker Innovator Persistent</p> <ul style="list-style-type: none"> • Be organized • Set goals and put plans into action
<p>SDGs</p> <p>SUSTAINABLE DEVELOPMENT GOALS</p>				



Timeline	22nd August - 30th September	30th January - 15th March	27th March - 4th May	3rd October - 25th November	28th November - 27th January	9th May - 8th June
Grade 1 (6-7 Year Olds)	Who we are <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>	Where we are in place and time <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>	How we express ourselves <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>	How the world works <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>	How we organize ourselves <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>	Sharing the planet <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>
	Relationships <i>Central Idea</i> We develop our well-being through building relationships and exploring our identity	History <i>Central Idea</i> Learning about the past helps us to understand the present and predict the future	Communication <i>Central Idea</i> People use the arts to express themselves	Energy (Light & Sound) <i>Central idea</i> Light & sound can be used to perceive and interact with the world	Communities <i>Central Idea</i> People form communities to meet their shared needs and interests	Access to Resources <i>Central Idea</i> Access to natural resources impacts people and their communities
Key concepts: form, function, responsibility Related concepts: identity, relationships, well-being, contributing Lines of Inquiry <ul style="list-style-type: none"> Exploring our own identity Ways to build good relationships within our home, school and community Ways relationships & identity help contribute to who we are 	Key concepts: connection, change, perspective Related concepts: time, history, significance Lines of Inquiry <ul style="list-style-type: none"> Ways to discover the past and present Ways lives have changed or stayed the same over time How the past can help us understand the present and make predictions about the future 	Key concepts: perspective, function, causation Related concepts: communication, expression, creativity Lines of Inquiry <ul style="list-style-type: none"> Ways people communicate Communicating creatively and effectively Ways to respond to forms of expression 	Key concepts: form, connection, change Related concepts: transfer, energy (light & sound), manipulation, appreciation Lines of Inquiry <ul style="list-style-type: none"> The sources and properties of light and sound Ways to manipulate light and sound How light and sound can be used 	Key concepts: form, function, responsibility Related concepts: community, contribution, shared commonalities Lines of Inquiry <ul style="list-style-type: none"> Features of a community Ways services support communities Ways we can contribute to our communities 	Key concepts: causation, connection, responsibility Related concepts: global citizenship, access, limited, conserve Lines of Inquiry <ul style="list-style-type: none"> Types of natural resources and how we use them Access to water around the world and its impact Ways to provide clean water for all 	
PYP Subject Focus	Social Studies, Language, PSPE, Music, Art, PE, Religion, ICT	Social Studies, Language, Mathematics, Japanese 2 & 3, Religion, Library, Art	Social Studies, Music, PSPE, Japanese 1 & 2 & 3, Art, PE, Religion, Language, Library, ICT	Science, ICT, Music, Art, Religion, Mathematics, Language	Social Studies, Japanese 1, PE, Art, Religion, Music, PSPE, Library	Social Studies, Science, Religion, Mathematics, Art
Approaches to Learning	Social Skills Self Management	Research skills	Self Management Communication Skills	Research skills Thinking Skills	Communication Skills	Self Management Thinking Skills
Learner Profiles	Religious Open minded Risk Takers	Inquirers Reflective	Communicators Balanced	Thinkers Inquirers	Leaders Principled Knowledgeable	Globally Minded Principled Caring
Seisen Leadership Profile	Relationship Leader: <ul style="list-style-type: none"> Be self-aware Be socially aware Intercultural Communicator: <ul style="list-style-type: none"> Make fair decisions Practice empathy and care for others 	Curious Learner: <ul style="list-style-type: none"> Gather information from a variety of sources Draw conclusion Entrepreneur: <ul style="list-style-type: none"> Design Evaluate 	Relationship Leader: <ul style="list-style-type: none"> Speak confidently Communicate with the community Servant Leader: <ul style="list-style-type: none"> Be involved Communicate with respect 	Curious Leader: <ul style="list-style-type: none"> Gather information Sort information Entrepreneur: <ul style="list-style-type: none"> Design Develop 	Leadership Mindset: <ul style="list-style-type: none"> Be reflective Deal with frustration Visionary Leader: <ul style="list-style-type: none"> Be organized Generate and develop a range of ideas and solutions 	Visionary Leader: <ul style="list-style-type: none"> Generate and develop a range of ideas and solutions Identify opportunities for action Servant Leader: <ul style="list-style-type: none"> Be involved Lead by example
SDGs						



Timeline	22nd August - 30th September	3rd October - 25th November	17th April - 8th June	28th November - 10th February	17th April - 8th June	13th February - 14th April
Grade 2 (7-8 Year Olds)	Who we are <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>	Where we are in place and time <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>	How we express ourselves <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>	How the world works <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>	How we organize ourselves <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>	Sharing the planet <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>
	Learning Community <i>Central Idea</i> Our mindset and interactions with others can impact our learning community	Celebrations & Traditions <i>Central Idea</i> Traditions within celebrations can connect people locally and globally	Advertising <i>Central Idea</i> Consumer research and creativity can inform decisions around advertising	Materials & Matter <i>Central Idea</i> Materials have properties which can be manipulated for different purposes	Entrepreneurship <i>Central Idea</i> Knowledge of consumers and businesses affect entrepreneurial decisions	Habitats <i>Central Idea</i> Changes in a habitat can impact the survival of living things
	Key concepts: connection, responsibility, perspective Related concepts: learning, community, mindset Lines of Inquiry <ul style="list-style-type: none"> The mindset, actions and conversations of a learner Ways collaboration can contribute to our learning Building a learning community 	Key concepts: connection, form, change Related concepts: traditions, values, celebrations Lines of Inquiry <ul style="list-style-type: none"> Celebrations and traditions in our community The features of local and global celebrations The origin, story and history of different celebrations 	Key concepts: perspective, change, function Related concepts: communication, creativity, advertising Lines of Inquiry <ul style="list-style-type: none"> Ways people advertise How advertising influences consumers Using our creativity and knowledge of consumers to advertise a business 	Key concepts: form, causation, change Related concepts: properties, classification, materials Lines of Inquiry <ul style="list-style-type: none"> Properties and uses of materials How materials can be changed (changes of matter) Manipulating materials for a purpose 	Key concepts: function, causation, connection Related concepts: consumers, entrepreneur & decisions Lines of Inquiry <ul style="list-style-type: none"> Reasons people construct a business Ways businesses operate How consumer preferences affect entrepreneur decisions 	Key concepts: function, connection, responsibility Related concepts: interdependence, habitat, impact Lines of Inquiry <ul style="list-style-type: none"> Features of local (microhabitats) and global habitats (biomes) Ways habitats meet the needs of living things Human responsibility towards the sustainability of habitats
	PYP Subject Focus Social Studies, ICT, Music, PSPE, PE, Religion, Language, Art	Social Studies, Music, Japanese 1, 2, 3, Art, Religion, Language, PE, Library, PSPE	Social Studies, ICT, Art, Music, Language, Library, PE	Science, Art, Music, Mathematics, Language, ICT	Social Studies, Japanese 1, 2, 3, Religion, Mathematics, Language, Art, PE	Social Studies, Science, Art, Religion, Language, ICT
Approaches to Learning	Social Skills Self Management Skills	Communication Skills Social Skills	Communication Skills	Research Skills Thinking Skills	Thinking Skills Social Skills	Research Skills
Learner Profiles	Communicator Open minded Inquirer Risk taker	Religious Open minded	Balanced Communicators Reflective	Inquirers Thinkers Knowledgeable	Risk takers Leaders	Principled Globally minded Caring
Seisen Leadership Profile	Intercultural Communicator: <ul style="list-style-type: none"> Learn from others Practice empathy and care from others Make fair decisions Relationship Leader: <ul style="list-style-type: none"> Create a shared culture Use conflict resolution Be socially aware Be self-aware Leadership Mindset: <ul style="list-style-type: none"> Practice positive self-talk Deal with frustration Be reflective Servant Leader: <ul style="list-style-type: none"> Communicate with respect Acknowledge others 	Curious Learner: <ul style="list-style-type: none"> Gather information from a variety of sources Intercultural Communicator: <ul style="list-style-type: none"> Respect cultural differences Learn from others 	Servant Leader: <ul style="list-style-type: none"> Communicate with respect Entrepreneur Leader: <ul style="list-style-type: none"> Innovate Develop Design Promote Evaluate Leadership Mindset: <ul style="list-style-type: none"> Think backwards to think forwards 	Curious Learner: <ul style="list-style-type: none"> Gather information from a variety of sources Ask 'what if' questions. Entrepreneur Leader: <ul style="list-style-type: none"> Innovate Develop Design Promote Evaluate Visionary Leader: <ul style="list-style-type: none"> Be organised Set goals and put plans into action 	Entrepreneur Leader: <ul style="list-style-type: none"> Innovate Develop Design Promote Evaluate Curious Learner: <ul style="list-style-type: none"> Gather information from a variety of sources Sort information Draw conclusions Visionary Leader: <ul style="list-style-type: none"> Generate and develop a range of ideas and solutions 	Visionary Leader: <ul style="list-style-type: none"> Identify opportunities for action Curious Learner: <ul style="list-style-type: none"> Gather information from a variety of sources Ask 'what if' questions. Servant Leader: <ul style="list-style-type: none"> Lead by example
SDGs SUSTAINABLE DEVELOPMENT GOALS						

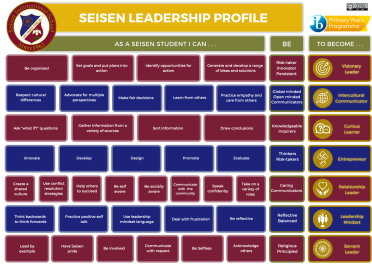
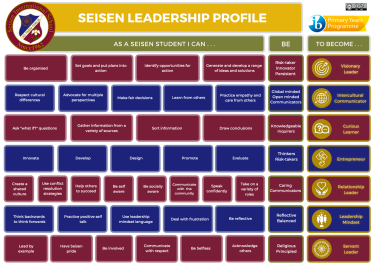


Timeline	29th August - 30th September	28th November - 27th January	9th May - 8th June	3rd October - 25th November	30th January - 15th March	27th March - 4th May
Grade 3 (8-9 Year Olds)	Who we are <i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.</i>	Where we are in place and time <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>	How we express ourselves <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>	How the world works <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>	How we organize ourselves <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>	Sharing the planet <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>
	Well-being <i>Central Idea</i> <i>Balance in our lives can improve health and well-being</i>	Inventions <i>Central Idea</i> <i>Inventions influence the way we live today and can impact the future</i>	Cultural expression <i>Central Idea</i> <i>Culture, beliefs and values can be expressed through the arts</i>	Force & Motion <i>Central Idea</i> <i>People apply their understanding of force & motion to invent, design and create</i>	Human Made Systems <i>Central Idea</i> <i>Human made systems help our lives and communities function</i>	Plant Adaptation <i>Central Idea</i> <i>Plants adapt in order to survive in different environments</i>
	Key concepts: causation, responsibility, change Related concepts: balance, choices, well being Lines of Inquiry <ul style="list-style-type: none"> Different forms of health (Healthy Mind, Healthy Body, Healthy Relationships) How our choices impact our well-being Ways to improve health & well-being 	Key concepts: form, function, causation Related concepts: Inventions, impact, innovation Lines of Inquiry <ul style="list-style-type: none"> Conditions that lead to the creation of inventions Inventors and inventions throughout history The impact of inventions and inventors 	Key concepts: connection, perspective, causation Related concepts: diversity, culture, beliefs and values Lines of Inquiry <ul style="list-style-type: none"> Appreciating diversity in art Ways beliefs and values are expressed through the arts Using art to express our beliefs, values or culture 	Key concepts: function, connection, causation Related concepts: force, motion, simple machines Lines of Inquiry <ul style="list-style-type: none"> Different types of force & motion Force & motion in simple machines Inventing, designing and creating simple machines 	Key concepts: perspective, connection, function Related concepts: network, systems, organisation Lines of Inquiry <ul style="list-style-type: none"> Systems we use and how they work Reasons people construct and organise systems How systems connect people around the world and promote progress 	Key concepts: causation, connection, responsibility Related concepts: sustainability, habitats, adaptations Lines of Inquiry <ul style="list-style-type: none"> Conditions plants need to grow Ways plants adapt to their habitats Protecting and sustaining plant habitats
PYP Subject Focus	Science, Language, PE, Music, PSPE, ICT, Japanese 1, Art, Religion	Social Studies, Japanese 2 & 3, Art, Language, Music	Social Studies, Music, Art, Religion, Language, PE, Library	Science, Art, PE, ICT	Social Studies, ICT, PSPE, Religion, PE, Library, Art	Social Studies, Science, Japanese 1 & 2 & 3, Mathematics, Language, Art, ICT, Religion
Approaches to Learning	Social Skills Self Management Skills	Research Skills Thinking Skills	Communication Skills Social Skills	Thinking Skills Communication Skills	Social Skills Communication Skills	Research Skills Self Management Skills
Learner Profiles	Principled Balanced Leaders	Thinkers Reflective	Religious Globally Minded Open minded	Inquirers Risk takers	Communicators Knowledgeable	Knowledgeable Caring
Seisen Leadership Profile	Caring Communicators: <ul style="list-style-type: none"> Use conflict resolution strategies Be self aware Be socially aware Leadership Mindset: <ul style="list-style-type: none"> Practice positive self-talk Deal with frustration Be reflective 	Visionary Leader <ul style="list-style-type: none"> Identify opportunities for action Generate and develop a range of ideas and solutions Curious Learner: <ul style="list-style-type: none"> Gather information from a variety of sources Sort information Draw conclusions 	Intercultural Communicator <ul style="list-style-type: none"> Respect cultural differences Learn from others 	Visionary Leader <ul style="list-style-type: none"> Generate and develop a range of ideas and solutions Curious Learner: <ul style="list-style-type: none"> Ask "What if" questions Gather information from a variety of sources Entrepreneur <ul style="list-style-type: none"> Innovate, Develop, Design, Promote, Evaluate 	Relationship Leader: <ul style="list-style-type: none"> Take on a variety of roles Communicate with the community Entrepreneur <ul style="list-style-type: none"> Innovate Develop Design Promote Evaluate 	Curious Learner <ul style="list-style-type: none"> Ask "what if" questions Gather information from a variety of sources Sort information Draw conclusions Servant Leader <ul style="list-style-type: none"> Have Seisen pride Be involved (Sustainability /Gardening at Seisen)
SDGs 						



Timeline	13th February - 31st March	5th December - 10th February	29th August - October 7th	10th October - 2nd December	9th May - 8th June	3rd April - 4th May
Grade 4 (9-10 Year Olds)	Who we are <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>	Where we are in place and time <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>	How we express ourselves <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>	How the world works <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>	How we organize ourselves <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>	Sharing the planet <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>
	Interconnectedness <i>Central Idea</i> <i>The interconnectedness between human body systems contribute to health and survival</i>	Exploration <i>Central Idea</i> <i>Exploration as a response to human circumstances and challenges has impacted our world in many ways</i>	Symbolism <i>Central Idea</i> <i>People use symbolism in art to express complex and meaningful themes</i>	Natural Systems <i>Central Idea</i> <i>The earth's natural systems create both gradual and rapid changes which can impact people's lives and the earth.</i>	Sustainability <i>Central Idea</i> <i>Securing food for all is dependent upon sustainable production and consumption practices</i>	Earth's Resources <i>Central Idea</i> <i>Consumption of Earth's resources have impacts on global societies</i>
	Key concepts: function, connection, responsibility Related concepts: systems, healthcare, interconnectedness Lines of Inquiry <ul style="list-style-type: none"> Body systems and how they work How body systems are connected Access to medical care for all 	Key concepts: causation, perspective, change Related concepts: impact, discoveries, exploration, conquest Lines of Inquiry <ul style="list-style-type: none"> Reasons for exploration Exploration throughout time Different perspectives on the impact of exploration 	Key concepts: form, function, perspective Related concepts: expression, symbolism, themes Lines of Inquiry <ul style="list-style-type: none"> Variety of themes reflected through art Different perspectives and interpretations of art Creating symbolic art to express yourself 	Key concepts: form, responsibility, causation Related concepts: natural systems, preparation, pattern, change Lines of Inquiry <ul style="list-style-type: none"> Measuring and predicting natural systems The impact of natural systems How communities prepare and respond to natural disasters 	Key concepts: Function, Causation, Responsibility Related concepts: Sustainability, production, consumption Lines of Inquiry <ul style="list-style-type: none"> Access to food around the world Methods of food production and their impact on people and the environment Sustainable practices in food production and consumption 	Key concepts: connection, responsibility, change Related concepts: resources, equal access, conflict Lines of Inquiry <ul style="list-style-type: none"> Earth's Resources (renewable & non-renewable energy) Using and retrieving Earth's resources Advantages and disadvantages of the use and retrieval of energy sources
PYP Subject Focus	Science, PE, PSPE, Japanese 1 & 2 & 3, Spanish 4, Art,	Social Studies, Music, Japanese 2 & 3, Art, Language, Mathematics, ICT	Social Studies, Art, Music, PE, Religion, Language	Science, Japanese 1, Religion, Mathematics, Language, ICT, Art	Social Studies, Art, Religion, Spanish 4	Social Studies, Science, Mathematics, Art
Approaches to Learning	Thinking skills Self Management	Research Skills	Communication Skills Thinking Skills	Social Skills	Self Management Communication Skills	Thinking Skills Research Skills
Learner Profiles	Inquirer Balanced	Risk takers Communicators Open minded	Religious Thinkers Inquirer	Knowledgeable Reflective	Globally Minded Caring	Leaders Principled Thinkers
Seisen Leadership ProfileSDG	Curious Learner: <ul style="list-style-type: none"> Gather information from a variety of sources Sort information Draw conclusions Relationship Leader: <ul style="list-style-type: none"> Take on a variety of roles Speak confidently Be socially aware Help others to succeed 	Intercultural Communicator: <ul style="list-style-type: none"> Advocate for multiple perspectives Practice empathy and care for others Learn from others Respect cultural differences Relationship Leader: <ul style="list-style-type: none"> Help others to succeed Be self aware Communicate with the community Speak confidently 	Leadership Mindset: <ul style="list-style-type: none"> Practice positive self talk Be reflective Entrepreneur: <ul style="list-style-type: none"> Innovate Design Develop 	Curious Learner: <ul style="list-style-type: none"> Gather information from a variety of sources Sort information Draw conclusions Visionary Leader: <ul style="list-style-type: none"> Be organized Generate a range of ideas and solutions 	Servant Leader: <ul style="list-style-type: none"> Acknowledge others Be selfless Be involved Lead by example 	Curious Learner: <ul style="list-style-type: none"> Asking "what if" questions Drawing conclusions Visionary Leader: <ul style="list-style-type: none"> Generate and develop a range of ideas and solutions
S SUSTAINABLE DEVELOPMENT GOALS						



Timeline	22nd August - 2nd September & 10th January - 10th February	1st November - 15th December	13th February - 28th April	1st May - 8th June	Year long Unit (& 24-28th October)	5th September - 14th October
Grade 5 (10-11 Year Olds)	Who we are <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>	Where we are in place and time <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>	How we express ourselves <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>	How the world works <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>	How we organize ourselves <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>	Sharing the planet <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>
	Identity & Change <i>Central Idea</i> Understanding my identity, and social, emotional and physical growth & change, helps us to navigate adolescence	Human Migration <i>Central Idea</i> Human migration affects communities, cultures and individuals	Exhibition!	Earth & Space <i>Central Idea</i> Advances in technology have enhanced our understanding of the Earth and its place in the universe	Leadership <i>Central Idea</i> Our action as leaders impacts the community	Peacebuilding <i>Efforts towards reaching peaceful resolutions to conflict lead to a better quality of life</i>
	Key concepts: function, change, responsibility, perspective Related concepts: identity, self-image, stereotypes, transitions Lines of Inquiry <ul style="list-style-type: none"> Exploring my identity Knowledge that contributes to navigating adolescence Building a positive sense of self 	Key concepts: causation, change, responsibility Related concepts: history, migration, diversity, citizenship, prejudice, identity Lines of Inquiry <ol style="list-style-type: none"> Common causes of migration throughout history Ways humans adapt to new cultures and behaviors The rights and responsibilities of migrants and refugees 	<i>Students will develop a collaborative inquiry by selecting key concepts, related concepts and designing lines of inquiry in order to explore, document, share and take action in relation to an issue, passion or opportunity of personal significance.</i>	Key concepts: form, change, causation Related concepts: exploration, space, phenomena Lines of Inquiry <ul style="list-style-type: none"> Earth and its place in the universe Technology which aides the study of our universe The impact of space exploration 	Key concepts: perspective, responsibility, function Related concepts: Leadership, Action, Decision Making, Impact, Community, Activism Lines of Inquiry <ul style="list-style-type: none"> The skills of a leader & approaches to leadership Decision making and its impact Our responsibility as active members of a community 	Key concepts: function, causation, responsibility Related concepts: peace, conflict, resolution, rights, peacebuilders Lines of Inquiry <ul style="list-style-type: none"> Our right to peace The cause and impact of conflict on our lives and around the world Being a peacebuilders (Good Life Goal 16)
PYP Subject Focus	Social Studies, Language, ICT , PE, PSPE , Art, Japanese 1, Spanish 5, Religion, Library, Music	Social Studies, Art, Religion, Mathematics, Language, ICT	Science, ICT, Music, Japanese 2 & 3, Religion, Art, PE	Social Studies, Science, Mathematics, Art	Social Studies, PSPE, Language, Religion, Music, Art, PE, Japanese 1, Library, ICT	Social Studies, Language, Religion, Mathematics, Japanese 2 & 3 , Spanish 5, Art, Music, PE, PSPE
Approaches to Learning	Social Skills Communication Skills	Thinking Skills Social Skills	Self Management Skills Social Skills	Research Skills Thinking Skills	Seisen Leadership Skills	Research Skills Self Management Skills
Learner Profiles	Open Minded Reflective	Religious Globally Minded	Balanced Risk Takers Inquirers	Knowledgeable Thinkers	Leaders	Caring Principled Communicator
Seisen Leadership Profile	Servant Leader <ul style="list-style-type: none"> Acknowledge others Lead by example Leadership Mindset <ul style="list-style-type: none"> Practice positive self talk Be reflective Relationship Leader <ul style="list-style-type: none"> Be self aware Be socially aware Use conflict resolution strategies Help others succeed Create a shared culture 	Curious Learner: <ul style="list-style-type: none"> Ask "what if" questions sort information draw conclusions Intercultural Communicator: <ul style="list-style-type: none"> Respect cultural differences 		Curious Learner: <ul style="list-style-type: none"> Ask "what if" questions Gather information from a variety of sources sort information draw conclusions 		Visionary Leader: <ul style="list-style-type: none"> Set goals and put plans into action Identify opportunities for action Generate and develop a range of ideas and solutions Leadership Mindset: <ul style="list-style-type: none"> Think backwards to think forwards Servant Leadership: <ul style="list-style-type: none"> Be involved Be selfless
SDGs	