


















# Seisen International School Programme of Inquiry 2023-2024



*\*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 (2023-2024 is Year B in the cycle)

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


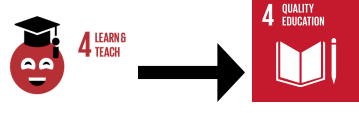



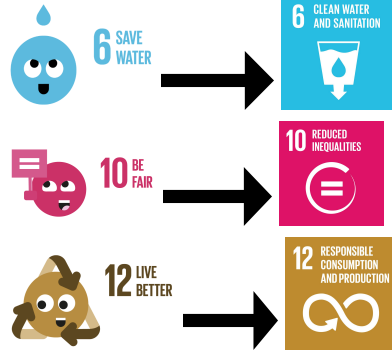




	Dates: October - December	Dates: Year Long	Dates: January - March	Dates: March - May
KG (3-6 Year Olds)  Year B	<b>Who we are</b>  <i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.</i>	<b>How we express ourselves</b>  <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>	<b>How we organize ourselves</b>  <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>	<b>Sharing the planet</b>  <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>
	<b>Healthy Habits</b>  <i>Central Idea</i> <b>Developing healthy habits can influence our health &amp; well-being</b>	<b>Play</b>  <i>Central Idea</i> <b>We are learning to express and discover ourselves and the world around us through play</b>	<b>Communication</b>  <i>Central Idea</i> <b>Signs and symbols can be used to communicate ideas and information</b>	<b>Earth's Resources</b>  <i>Central Idea</i> <b>Understanding our use of resources can help us to care for the Earth</b>
	<b>Key concepts:</b> function, connection, responsibility  <b>Related concepts:</b> health, well-being, habits  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>→ Ways we care for our body &amp; mind (Function)</li><li>→ How our bodies &amp; our minds are connected (Connection)</li><li>→ Choices we can make to stay healthy (Responsibility)</li></ul>	<b>Key concepts:</b> connection, form, function  <b>Related concepts:</b> play, imagination, communication, creativity  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>→ Different forms of play (Form)</li><li>→ Learning through (Function)</li><li>→ Developing our relationships through play (Connection)</li></ul>	<b>Key concepts:</b> form, function, perspective  <b>Related concepts:</b> communication, systems, symbols  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>→ Signs and symbols around us (Form)</li><li>→ Purposes of signs and symbols (Function)</li><li>→ Ways signs and symbols help us to communicate locally and globally (Perspective)</li></ul>	<b>Key concepts:</b> responsibility, causation, function  <b>Related concepts:</b> manage, sustain, resources  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>→ How we use resources (Function)</li><li>→ Reasons to manage resources (Causation)</li><li>→ Ways we can manage resources (Responsibility)</li></ul>
	<b>PYP Subject Focus</b> Music Art PSPE/PE Language Science Media Centre Religion	Music ICT/Media Centre PSPE/PE Art Language Mathematics Social Studies Religion	Music ICT/Media Centre Art PSPE/PE Language Mathematics Social Studies Religion	Music Art Mathematics Science Social Studies Language Media Centre Religion
	<b>Approaches to Learning</b> Self Management	Social Skills Communication	Communication Skills Thinking Skills	Research Skills Thinking Skills
<b>Learner Profile Focus</b>	Knowledgeable Balanced Reflective	Inquirers Open minded Risk takers	Religious Globally Minded Communicators	Leaders Thinkers Principled Caring
<b>SDGs</b> 	 <b>2 EAT BETTER</b>  <b>3 STAY WELL</b>	 <b>10 BE FAIR</b>  <b>4 LEARN &amp; TEACH</b>	 <b>4 LEARN &amp; TEACH</b>  <b>4 QUALITY EDUCATION</b>	 <b>6 SAVE WATER</b>  <b>7 USE CLEAN ENERGY</b>  <b>12 LIVE BETTER</b>







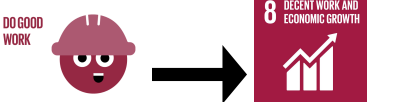
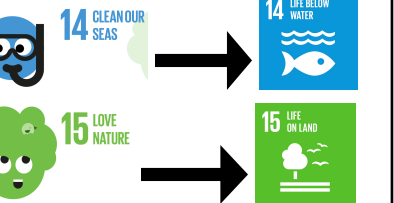
<b>KG</b> (3-6 Year Olds) <b>Year C</b>	<b>Who we are</b> <i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b>; rights and responsibilities; <b>and what it means to be human.</b></i>	<b>Where we are in place and time</b> <i>An inquiry into orientation in place and time; personal histories; <b>homes</b> and journeys; the discoveries, explorations and migrations of humankind; <b>and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b></i>	<b>How we express ourselves</b> <i>An inquiry into the ways in which we discover and <b>express ideas, feelings, nature, culture, beliefs and values</b>; the ways in which we reflect on, extend and enjoy our creativity; <b>our appreciation of the aesthetic.</b></i>	<b>How the world works</b> <i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles</b>; and the impact of scientific and technological advances on society and on the environment.</i>
	<b>Friendship</b> <i>Central Idea</i> <i>Friends have qualities that can help each other learn and grow</i>	<b>Local Environment</b> <i>Central Idea</i> <i>The local environment shapes how we live</i>	<b>Storytelling</b> <i>Central Idea</i> <i>Stories can be told in many different ways</i>	<b>Investigation</b> <i>Central Idea</i> <i>Scientists investigate and discover how things work</i>
	<b>Key concepts:</b> form, connection, responsibility  <b>Related concepts:</b> friendship, learning, respect  <b>Lines of Inquiry</b> → Qualities of a friend → How friends help each other → Different ways to make friends	<b>Key concepts:</b> Function, causation, responsibility  <b>Related concepts:</b> homes, natural/man made, local environments  <b>Lines of Inquiry</b> → Ways our local environments meets our needs and wants → How location and culture influence our local environments → Our responsibility towards local environments	<b>Key concepts:</b> Connection, Function, perspective  <b>Related concepts:</b> communication, values, creativity  <b>Lines of Inquiry</b> → Different ways to express stories → Stories from different cultures → Ways stories communicate ideas and values	<b>Key concepts:</b> causation, function, change  <b>Related concepts:</b> science, investigation, discovery  <b>Lines of Inquiry</b> → Thinking like a scientist → Using our senses to observe, explore and investigate → Investigating our own questions and reflecting on what we have learned
	<b>PYP Subject Focus</b> Social Studies Language Media Center PE/PSPE Art Music	Social Studies Language Music Art Mathematics	Social Studies Language Music PSPE/ PE Art ICT	Science Mathematics Language ICT Media Center Art
	<b>Approaches to Learning</b> Social Skills Self Management Skills	Communication skills Thinking skills	Communication Skills	Research Skills Thinking Skills
	<b>Learner Profile Focus</b> Leaders Caring Balanced	Principled Reflective Open-minded	Religious Globally minded Communicator	Inquirer Knowledgeable Thinker Risk taker
<b>SDGs</b> 				



Timeline	21st August - 29th September	29th April - 7th June	25th March - 26th April	2nd October - 22nd November	27th November - 26th January	29th January - 14th March
<b>Grade 1</b> (6-7 Year Olds)	<b>Who we are</b> <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>	<b>Where we are in place and time</b> <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>	<b>How we express ourselves</b> <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>	<b>How the world works</b> <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>	<b>How we organize ourselves</b> <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>	<b>Sharing the planet</b> <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>
	<b>Relationships</b> <i>Central Idea</i> <i>We develop who we are by exploring our identity and building relationships.</i>	<b>History</b> <i>Central Idea</i> <i>Learning about the past helps us to understand the present</i>	<b>Communication</b> <i>Central Idea</i> <i>People use many different ways to communicate, express and interpret messages</i>	<b>Energy</b> (Light & Sound) <i>Central idea</i> <i>Light &amp; sound can be used to perceive and interact with the world</i>	<b>Communities</b> <i>Central Idea</i> <i>Members of a community work together to meet common goals.</i>	<b>Access to Resources</b> <i>Central Idea</i> <i>Access to natural resources impacts people and their communities</i>
	<b>Key concepts:</b> form, function, responsibility <b>Related concepts:</b> identity, relationships, well-being, contributing <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Exploring our own identity (form)</li><li>How relationships work (function)</li><li>Building and maintaining relationships (responsibility)</li></ul>	<b>Key concepts:</b> connection, change, perspective <b>Related concepts:</b> time, history, significance, geography, past <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Ways to discover the past and present (connection)</li><li>Ways lives have changed or stayed the same over time (change)</li><li>How personal histories can help us develop perspective (perspective)</li></ul>	<b>Key concepts:</b> responsibility, function, causation <b>Related concepts:</b> communication, expression, creativity, interpretation <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Ways people communicate (function)</li><li>Communicating creatively and effectively (causation)</li><li>Our responsibility when receiving communication (responsibility)</li></ul>	<b>Key concepts:</b> form, connection, change <b>Related concepts:</b> transfer, energy (light & sound), manipulation <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>The sources and properties of light and sound (form)</li><li>Ways to manipulate light and sound (change)</li><li>How light and sound can be used (connection)</li></ul>	<b>Key concepts:</b> form, function, responsibility <b>Related concepts:</b> community, contribution, shared commonalities <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Features of a community (Form)</li><li>Ways services support communities (Function)</li><li>Ways we can contribute to our communities (Responsibility)</li></ul>	<b>Key concepts:</b> causation, connection, responsibility <b>Related concepts:</b> global citizenship, access, limited, conserve <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Types of natural resources and how we use them (connection)</li><li>Access to water around the world and its impact (causation)</li><li>Ways to provide clean water for all (responsibility)</li></ul>
	<b>PYP Subject Focus</b> Social Studies, Language, PSPE, Music, PE, Religion, ICT, Japanese 1	Social Studies, Language, Mathematics, Japanese 2 & 3, Religion, Art Media Centre	Social Studies, Music, PSPE, Japanese 1 & 2 & 3, Art, PE, Religion, Language, ICT/Media Centre	Science, Music, Art, Religion, Mathematics, Language	Social Studies, Japanese 1, PE, Art, Religion, Music, PSPE, ICT/Media Centre	Social Studies, Science, Religion, Art
<b>Approaches to Learning</b>	Social Skills Self Management	Research skills	Self Management Communication Skills	Research skills Thinking Skills	Communication Skills Social Skills	Self Management Thinking Skills
<b>Learner Profiles</b>	Inquirer Reflective Open minded	Inquirers Reflective	Communicators Balanced Risk Taker	Thinkers Inquirers Knowledgeable	Religious Leaders Principled	Globally Minded Principled Caring
<b>Seisen Leadership Profile</b>	<b>Relationship Leader:</b> <ul style="list-style-type: none"><li>Be self-aware</li><li>Be socially aware</li></ul> <b>Intercultural Communicator:</b> <ul style="list-style-type: none"><li>Make fair decisions</li><li>Practice empathy and care for others</li></ul>	<b>Curious Learner:</b> <ul style="list-style-type: none"><li>Gather information from a variety of sources</li><li>Draw conclusion</li></ul> <b>Entrepreneur:</b> <ul style="list-style-type: none"><li>Design</li><li>Evaluate</li></ul>	<b>Relationship Leader:</b> <ul style="list-style-type: none"><li>Speak confidently</li><li>Communicate with the community</li></ul> <b>Servant Leader:</b> <ul style="list-style-type: none"><li>Be involved</li><li>Communicate with respect</li></ul>	<b>Curious Leader:</b> <ul style="list-style-type: none"><li>Gather information</li><li>Sort information</li></ul> <b>Entrepreneur:</b> <ul style="list-style-type: none"><li>Design</li><li>Develop</li></ul>	<b>Leadership Mindset:</b> <ul style="list-style-type: none"><li>Be reflective</li><li>Deal with frustration</li></ul> <b>Visionary Leader:</b> <ul style="list-style-type: none"><li>Be organized</li><li>Generate and develop a range of ideas and solutions</li></ul>	<b>Visionary Leader:</b> <ul style="list-style-type: none"><li>Generate and develop a range of ideas and solutions</li><li>Identify opportunities for action</li></ul> <b>Servant Leader:</b> <ul style="list-style-type: none"><li>Be involved</li><li>Lead by example</li></ul>
<b>SDGs</b> 						  

















Timeline	21st August - 29th September	2nd October - 22nd November	15th April - 7th June	27th November - 9th February	15th April - 7th June	12th February - 12th April
<b>Grade 2</b>  (7-8 Year Olds)	<b>Who we are</b>  <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>	<b>Where we are in place and time</b>  <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>	<b>How we express ourselves</b>  <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>	<b>How the world works</b>  <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>	<b>How we organize ourselves</b>  <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>	<b>Sharing the planet</b>  <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>
	<b>Learning Community</b>  <i>Central Idea</i> <b>Our mindset and interactions with others can impact our learning community</b>	<b>Celebrations &amp; Traditions</b>  <i>Central Idea</i> <b>Traditions within celebrations can connect people across time &amp; place</b>	<b>Advertisement</b>  <i>Central Idea</i> <b>Research and creativity help us to promote our ideas.</b>	<b>Materials &amp; Matter</b>  <i>Central Idea</i> <b>Materials can be manipulated depending on the purposes</b>	<b>Entrepreneurship</b>  <i>Central Idea</i> <b>Knowledge of consumers and businesses affect entrepreneurial decisions</b>	<b>Plant Life</b>  <i>Central Idea</i> <b>Plants are a life-sustaining resource for us and other living things</b>
	<b>Key concepts:</b> connection, responsibility, perspective  <b>Related concepts:</b> learning, community, mindset  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>The mindset, actions and conversations of a learner (perspective)</li> <li>Ways collaboration can contribute to our learning (connection)</li> <li>Building a learning community (responsibility)</li> </ul>	<b>Key concepts:</b> connection, form, change  <b>Related concepts:</b> traditions, values, celebrations  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>The features of local and global celebrations (form)</li> <li>Celebrations and traditions over time (change)</li> <li>Ways local and global celebrations connect people (connection)</li> </ul>	<b>Key concepts:</b> perspective, form, causation  <b>Related concepts:</b> communication, creativity, advertising  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Ways to promote ideas (form)</li> <li>How persuasive techniques influence (causation)</li> <li>Using our creativity to effectively advertise an idea (perspective)</li> </ul>	<b>Key concepts:</b> form, causation, change  <b>Related concepts:</b> properties, classification, materials, manipulation  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Change of matter (change)</li> <li>Properties and uses of materials (and matter) (form)</li> <li>Manipulating materials for a purpose (causation)</li> </ul>	<b>Key concepts:</b> function, causation, connection  <b>Related concepts:</b> consumers, entrepreneur & decisions, non profit  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Reasons people construct a business</li> <li>Ways businesses are established</li> <li>How consumer preferences affect entrepreneur decisions</li> </ul>	<b>Key concepts:</b> causation, connection, responsibility  <b>Related concepts:</b> Living things, interrelationship, sustain  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Conditions plants need to grow (causation)</li> <li>The interrelationship between plants and living things (connection)</li> <li>Sustaining plant life (responsibility)</li> </ul>
	<b>PYP Subject Focus</b> Social Studies, ICT, Music, PSPE , PE, Religion, Language	Social Studies, Music, Japanese 1, 2, 3, Art, Religion, Language, PE, Media Centre, PSPE	Social Studies,, Art, Music, Language, Media Centre/ICT	Science, Art, Music, Mathematics, Language	Social Studies, Japanese 1, 2, 3, Mathematics, Language, Art, PE	Social Studies, Science, Art, Religion, Language, Media Centre, ICT
<b>Approaches to Learning</b>	Social Skills Self Management Skills	Communication Skills Social Skills	Communication Skills	Research Skills Thinking Skills	Thinking Skills Social Skills	Research Skills
<b>Learner Profiles</b>	Communicator Open minded Balanced Risk taker	Religious Open minded Thinker Caring	Balanced Communicators Reflective	Inquirers Thinkers Knowledgeable	Risk takers Leaders	Principled Globally minded Caring
<b>Seisen Leadership Profile</b>	<b>Intercultural Communicator:</b> <ul style="list-style-type: none"> <li>Learn from others</li> <li>Practice empathy and care from others</li> <li>Make fair decisions</li> </ul> <b>Relationship Leader:</b> <ul style="list-style-type: none"> <li>Create a shared culture</li> <li>Use conflict resolution</li> <li>Be socially aware</li> <li>Be self-aware</li> </ul> <b>Leadership Mindset:</b> <ul style="list-style-type: none"> <li>Practice positive self-talk</li> <li>Deal with frustration</li> <li>Be reflective</li> </ul> <b>Servant Leader:</b> <ul style="list-style-type: none"> <li>Communicate with respect</li> <li>Acknowledge others</li> </ul>	<b>Curious Learner:</b> <ul style="list-style-type: none"> <li>Gather information from a variety of sources</li> </ul> <b>Intercultural Communicator:</b> <ul style="list-style-type: none"> <li>Respect cultural differences</li> <li>Learn from others</li> </ul>	<b>Servant Leader:</b> <ul style="list-style-type: none"> <li>Communicate with respect</li> </ul> <b>Entrepreneur Leader:</b> <ul style="list-style-type: none"> <li>Innovate</li> <li>Develop</li> <li>Design</li> <li>Promote</li> <li>Evaluate</li> </ul> <b>Leadership Mindset:</b> <ul style="list-style-type: none"> <li>Think backwards to think forwards</li> </ul>	<b>Curious Learner:</b> <ul style="list-style-type: none"> <li>Gather information from a variety of sources</li> <li>Ask 'what if' questions.</li> </ul> <b>Entrepreneur Leader:</b> <ul style="list-style-type: none"> <li>Innovate</li> <li>Develop</li> <li>Design</li> <li>Promote</li> <li>Evaluate</li> </ul> <b>Visionary Leader:</b> <ul style="list-style-type: none"> <li>Be organised</li> <li>Set goals and put plans into action</li> </ul>	<b>Entrepreneur Leader:</b> <ul style="list-style-type: none"> <li>Innovate</li> <li>Develop</li> <li>Design</li> <li>Promote</li> <li>Evaluate</li> </ul> <b>Curious Learner:</b> <ul style="list-style-type: none"> <li>Gather information from a variety of sources</li> <li>Sort information</li> <li>Draw conclusions</li> </ul> <b>Visionary Leader:</b> <ul style="list-style-type: none"> <li>Generate and develop a range of ideas and solutions</li> </ul>	<b>Visionary Leader:</b> <ul style="list-style-type: none"> <li>Identify opportunities for action</li> </ul> <b>Curious Learner:</b> <ul style="list-style-type: none"> <li>Gather information from a variety of sources</li> <li>Ask 'what if' questions.</li> </ul> <b>Servant Leader:</b> <ul style="list-style-type: none"> <li>Lead by example</li> </ul>
<b>SDGs</b>						



Timeline	21st August - 29th September	20th November - 19th January	29th April - 7th June	2nd October - 17th November	22nd January - 1st March	4th March - 26th April
<b>Grade 3</b> (8-9 Year Olds)	<b>Who we are</b> <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>	<b>Where we are in place and time</b> <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>	<b>How we express ourselves</b> <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>	<b>How the world works</b> <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>	<b>How we organize ourselves</b> <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>	<b>Sharing the planet</b> <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>
	<b>Well-being</b> <i>Central Idea</i> <b>Balance in our lives can improve health and well-being</b>	<b>Inventions &amp; Innovation</b> <i>Central Idea</i> <b>Inventions and innovation can shape the way we live today and in the future</b>	<b>Cultural expression</b> <i>Central Idea</i> <b>Culture, beliefs and values can be expressed through the arts</b>	<b>Force &amp; Motion</b> <i>Central Idea</i> <b>People apply their understanding of force &amp; motion to solve problems</b>	<b>Human Made Systems</b> <i>Central Idea</i> <b>Human made systems help our lives and communities function</b>	<b>Plant Adaptation</b> <i>Central Idea</i> <b>Plants adapt in order to survive in different environments</b> <i>*This is a transition year, in 2024-2025 the unit will be 'Habitats'</i>
	<b>Key concepts:</b> causation, responsibility, form  <b>Related concepts:</b> balance, choices, well being, health  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Different forms of health (Healthy Mind, Healthy Body, Healthy Relationships) (form)</li><li>How our choices impact our well-being (causation)</li><li>Ways to improve health &amp; well-being (responsibility)</li></ul>	<b>Key concepts:</b> form, function, change  <b>Related concepts:</b> Inventions, impact, innovation, discovery  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Conditions that lead to inventions &amp; innovation (function)</li><li>Inventions &amp; innovations throughout history (form)</li><li>The impact of inventions and innovations (change)</li></ul>	<b>Key concepts:</b> connection, perspective, causation  <b>Related concepts:</b> diversity, culture, beliefs and values  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Appreciating diversity in art (connection)</li><li>Ways culture, beliefs and values are expressed through the arts (causation)</li><li>Using art to express myself (perspective)</li></ul>	<b>Key concepts:</b> function, connection, causation  <b>Related concepts:</b> force (Non-contact & contact), motion, simple machines  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Different types of force &amp; motion (causation)</li><li>Force &amp; motion in simple machines (function)</li><li>Designing and creating simple machines (connection)</li></ul>	<b>Key concepts:</b> perspective, connection, function  <b>Related concepts:</b> systems, parts & interconnected  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Systems we use and how they work (Systems = Parts, Process &amp; People) (function)</li><li>Reasons people construct and organise systems (connection)</li><li>Improving systems (perspective)</li></ul>	<b>Key concepts:</b> causation, function, responsibility  <b>Related concepts:</b> sustainability, habitats, adaptations, survival  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Conditions plants need to grow (function)</li><li>How plants are adapted to their habitats (causation)</li><li>Protecting and sustaining plant habitats (responsibility)</li></ul>
<b>PYP Subject Focus</b>	Science, Language, PE , Music, PSPE, , Japanese 1, Art, Religion, ICT	Social Studies, Japanese 2 & 3, Art, Language, Music	Social Studies, MusicArt,, Religion, Language, Media Centre	Science, Art, PE, ICT	Social Studies,, PSPE, Religion, PE, Media Centre/ICT, Art, Japanese 1	Social Studies, Science, Japanese 1 & 2 & 3, Mathematics, Language, Art, ICT
<b>Approaches to Learning</b>	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
<b>Learner Profiles</b>	Principled Balanced Leaders	Thinkers Reflective	Religious Globally Minded Open minded	Inquirers Risk takers	Communicators Knowledgeable	Knowledgeable Caring
<b>Seisen Leadership Profile</b>	<b>Caring Communicators:</b> <ul style="list-style-type: none"><li>Use conflict resolution strategies</li><li>Be self aware</li><li>Be socially aware</li></ul> <b>Leadership Mindset:</b> <ul style="list-style-type: none"><li>Practice positive self-talk</li><li>Deal with frustration</li><li>Be reflective</li></ul>	<b>Visionary Leader</b> <ul style="list-style-type: none"><li>Identify opportunities for action</li><li>Generate and develop a range of ideas and solutions</li></ul> <b>Curious Learner:</b> <ul style="list-style-type: none"><li>Gather information from a variety of sources</li><li>Sort information</li><li>Draw conclusions</li></ul>	<b>Intercultural Communicator</b> <ul style="list-style-type: none"><li>Respect cultural differences</li><li>Learn from others</li></ul>	<b>Visionary Leader</b> <ul style="list-style-type: none"><li>Generate and develop a range of ideas and solutions</li></ul> <b>Curious Learner:</b> <ul style="list-style-type: none"><li>Ask "What if" questions</li><li>Gather information from a variety of sources</li></ul> <b>Entrepreneur</b> <ul style="list-style-type: none"><li>Innovate, Develop, Design, Promote, Evaluate</li></ul>	<b>Relationship Leader:</b> <ul style="list-style-type: none"><li>Take on a variety of roles</li><li>Communicate with the community</li></ul> <b>Entrepreneur</b> <ul style="list-style-type: none"><li>Innovate</li><li>Develop</li><li>Design</li><li>Promote</li><li>Evaluate</li></ul>	<b>Curious Learner</b> <ul style="list-style-type: none"><li>Ask "what if" questions</li><li>Gather information from a variety of sources</li><li>Sort information</li><li>Draw conclusions</li></ul> <b>Servant Leader</b> <ul style="list-style-type: none"><li>Have Seisen pride</li><li>Be involved (Sustainability /Gardening at Seisen)</li></ul>
<b>SDGs</b> 	 2 EAT BETTER → 2 ZERO HUNGER   3 STAY WELL → 3 GOOD HEALTH AND WELL-BEING	 5 TREAT EVERYONE EQUALLY → 5 GENDER EQUALITY	 11 LOVE WHERE YOU LIVE → 11 SUSTAINABLE CITIES AND COMMUNITIES   17 COME TOGETHER → 17 PARTNERSHIPS FOR THE GOALS	 4 LEARN & TEACH → 4 QUALITY EDUCATION	 9 MAKES SMART CHOICES → 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	 13 ACT ON CLIMATE → 13 CLIMATE ACTION   15 LOVE NATURE → 15 LIFE ON LAND



Timeline	5th February - 14th March	27th November - 2nd February	28th August - 6th October	9th October - 23rd November	6th May - 7th June	25th March - 3rd May
Grade 4 (9-10 Year Olds)	<b>Who we are</b> <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>	<b>Where we are in place and time</b> <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>	<b>How we express ourselves</b> <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>	<b>How the world works</b> <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>	<b>How we organize ourselves</b> <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>	<b>Sharing the planet</b> <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>
	<b>Body Systems</b> <i>Central Idea</i> <b>The interconnectedness between human body systems contribute to health and survival</b>	<b>Exploration</b> <i>Central Idea</i> <b>Exploration can lead to encounters, opportunities &amp; new understandings.</b>	<b>Symbolism</b> <i>Central Idea</i> <b>People use symbolism in art to express complex and meaningful themes</b>	<b>Natural Systems</b> <i>Central Idea</i> <b>The earth's natural systems create both gradual and rapid changes which can impact people's lives and the earth.</b>	<b>Sustainability</b> <i>Central Idea</i> <b>Securing food for all is dependent upon sustainable production and consumption practices</b>	<b>Earth's Resources</b> <i>Central Idea</i> <b>Consumption of Earth's resources have impacts on global societies</b>
	<b>Key concepts:</b> function, connection, responsibility  <b>Related concepts:</b> systems, healthcare, interconnectedness, survival  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Body systems and how they work (function)</li><li>How body systems are connected (connection)</li><li>Access to medical care for all (responsibility)</li></ul>	<b>Key concepts:</b> causation, perspective, change  <b>Related concepts:</b> impact, discoveries, exploration, conquest  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Reasons for exploration</li><li>Exploration throughout time</li><li>Different perspectives on the impact of exploration</li></ul>	<b>Key concepts:</b> form, function, perspective  <b>Related concepts:</b> expression, symbolism, themes, art  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Variety of themes reflected through art (form)</li><li>Different perspectives and interpretations of art (perspective)</li><li>Creating symbolic art to express an idea (function)</li></ul>	<b>Key concepts:</b> form, responsibility, causation  <b>Related concepts:</b> natural systems, preparation, pattern, change  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Measuring and predicting natural systems (form)</li><li>The impact of natural systems (causation)</li><li>How communities prepare and respond to natural disasters (responsibility)</li></ul>	<b>Key concepts:</b> Function, Causation, Responsibility  <b>Related concepts:</b> Sustainability, production, consumption  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Local and global food sources (function)</li><li>Food production impact on people and the environment (causation)</li><li>Sustainable practices in food production and consumption (responsibility)</li></ul>	<b>Key concepts:</b> connection, responsibility, change  <b>Related concepts:</b> resources, energy, impact  <b>Lines of Inquiry</b> <ul style="list-style-type: none"><li>Earth's resources (renewable &amp; non-renewable) (connection)</li><li>Using Earth's resources for energy (change)</li><li>Advantages and disadvantages of energy sources (responsibility)</li></ul>
	<b>PYP Subject Focus</b> Science, PE, PSPE, Japanese 1 & 2 & 3, Spanish 4, Art,	Social Studies, Music, Japanese 2 & 3, Art, Language, Mathematics Media Centre/ICT, Religion	Social Studies, Art, Music, PE, Religion, Language, Media Centre	Science, Japanese 1, Religion, Mathematics, Language, , Art ICT	Social Studie, Religion, Spanish 4	Social Studies, Science, Mathematics, Art
<b>Approaches to Learning</b>	Thinking skills Self Management	Research Skills	Communication Skills Thinking Skills	Social Skills	Self Management Communication Skills	Thinking Skills Research Skills
<b>Learner Profiles</b>	Inquirer Balanced	Risk takers Communicators Open minded	Religious Thinkers Inquirer Open Minded	Knowledgeable Reflective Inquirer	Globally Minded Caring	Leaders Principled Thinkers
<b>Seisen Leadership ProfileSDG</b>	<b>Curious Learner:</b> <ul style="list-style-type: none"><li>Gather information from a variety of sources</li><li>Sort information</li><li>Draw conclusions</li></ul> <b>Relationship Leader:</b> <ul style="list-style-type: none"><li>Take on a variety of roles</li><li>Speak confidently</li><li>Be socially aware</li><li>Help others to succeed</li></ul>	<b>Intercultural Communicator:</b> <ul style="list-style-type: none"><li>Advocate for multiple perspectives</li><li>Practice empathy and care for others</li><li>Learn from others</li><li>Respect cultural differences</li></ul> <b>Relationship Leader:</b> <ul style="list-style-type: none"><li>Help others to succeed</li><li>Be self aware</li><li>Communicate with the community</li><li>Speak confidently</li></ul>	<b>Leadership Mindset:</b> <ul style="list-style-type: none"><li>Practice positive self talk</li><li>Be reflective</li></ul> <b>Entrepreneur:</b> <ul style="list-style-type: none"><li>Innovate</li><li>Design</li><li>Develop</li></ul>	<b>Curious Learner:</b> <ul style="list-style-type: none"><li>Gather information from a variety of sources</li><li>Sort information</li><li>Draw conclusions</li></ul> <b>Visionary Leader:</b> <ul style="list-style-type: none"><li>Be organized</li><li>Generate a range of ideas and solutions</li></ul>	<b>Servant Leader:</b> <ul style="list-style-type: none"><li>Acknowledge others</li><li>Be selfless</li><li>Be involved</li><li>Lead by example</li></ul>	<b>Curious Learner:</b> <ul style="list-style-type: none"><li>Asking "what if" questions</li><li>Drawing conclusions</li></ul> <b>Visionary Leader:</b> <ul style="list-style-type: none"><li>Generate and develop a range of ideas and solutions</li></ul>
<b>Sustainable Development Goals</b>	 <b>3 STAY WELL</b> →  <b>10 BE FAIR</b>	 <b>5 TREAT EVERYONE EQUALLY</b> →  <b>4 LEARN &amp; TEACH</b>	 <b>11 LOVE WHERE YOU LIVE</b> →  <b>8 DO GOOD WORK</b>	 <b>12 LIVE BETTER</b> →  <b>7 AFFORDABLE AND CLEAN ENERGY</b>	 <b>13 TAKE CLIMATE ACTION</b> →  <b>9 BUILD BETTER INFRASTRUCTURE</b>	 <b>14 LIVE WITH WATER</b> →  <b>15 LIVE WITH NATURE</b>





Timeline	21st August - 8th September & 22nd January - 16th February	20th November - 18th January	19th February - 26th April	29th April - 7h June	11th September - 29th September/ Year long Unit	2nd October - 17th November
<b>Grade 5</b> (10-11 Year Olds)	<b>Who we are</b>  <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>	<b>Where we are in place and time</b>  <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>	<b>How we express ourselves</b>  <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>	<b>How the world works</b>  <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>	<b>How we organize ourselves</b>  <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>	<b>Sharing the planet</b>  <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>
	<b>Evolving Identity</b>  <i>Central Idea</i> <b>Understanding my identity, and social, emotional and physical growth &amp; change, helps us to navigate adolescence</b>	<b>Human Migration</b>  <i>Central Idea</i> <b>Human migration affects communities, cultures and individuals</b>	<b>Exhibition!</b>	<b>Earth &amp; Space</b>  <i>Central Idea</i> <b>Advances in technology have enhanced our understanding of the Earth and its place in the universe</b>	<b>Leadership</b>  <i>Central Idea</i> <b>Our action as servant leaders impacts the Seisen community</b>	<b>Peacebuilding</b>  <i>Central Idea</i> <b>Efforts towards reaching peaceful resolutions to conflict lead to a better quality of life</b>
	<b>Key concepts:</b> function, change, responsibility, perspective  <b>Related concepts:</b> identity/online identity, self-image, stereotypes, relationships  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Evolving identities (change)</li> <li>Navigating adolescence (function, perspective)</li> <li>Building a positive sense of self and others (responsibility)</li> </ul>	<b>Key concepts:</b> causation, change, responsibility  <b>Related concepts:</b> history, migration, diversity, citizenship, prejudice, identity  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Common causes of migration throughout history (causation)</li> <li>Ways humans change as a result of migration (change)</li> <li>The rights of migrants and refugees (responsibility)</li> </ul>	<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>	<b>Key concepts:</b> form, change, causation  <b>Related concepts:</b> exploration, space, natural phenomena, astronomy,  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>How Earth's position in space affects natural phenomena</li> <li>Technology which aides the study of our universe</li> <li>The impact of space exploration</li> </ul>	<b>Key concepts:</b> perspective, responsibility, function  <b>Related concepts:</b> Leadership, Action, Decision Making, Impact, Community, Activism  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>The skills of a servant leader</li> <li>How sustainable action builds communities</li> <li>Our responsibility to our community</li> </ul>	<b>Key concepts:</b> function, causation, responsibility  <b>Related concepts:</b> peace, conflict, resolution, rights, peacebuilders  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Our right to peace</li> <li>The cause and impact of conflict on our lives and around the world</li> <li>Being a peacebuilders (Good Life Goal 16)</li> </ul>
	<b>PYP Subject Focus</b> Social Studies, Language, PE, PSPE , Art, Japanese 1, Spanish 5, Religion, Media Centre/ICT, Music	<b>PYP Subject Focus</b> Social Studies, Religion, Mathematics, Language	<b>PYP Subject Focus</b> Music, Japanese 1, 2 & 3, Religion, Art, PE, Media Centre/ICT	<b>PYP Subject Focus</b> Social Studies, Science, Mathematics, Art ICT	<b>PYP Subject Focus</b> Social Studies, PSPE, Language, Religion, Music, PE, Japanese 1,Media Centre/ICT	<b>PYP Subject Focus</b> Social Studies, Language, Religion, Japanese 2 & 3 , Spanish 5, Art, Music, PE, PSPE
<b>Approaches to Learning</b>	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
<b>Learner Profiles</b>	Open Minded Reflective	Religious Globally Minded	Balanced Risk Takers Inquirers	Knowledgeable Thinkers	Leaders	Caring Principled Communicator
<b>Seisen Leadership Profile</b>	<b>Servant Leader</b> <ul style="list-style-type: none"> <li>Acknowledge others</li> <li>Lead by example</li> </ul> <b>Leadership Mindset</b> <ul style="list-style-type: none"> <li>Practice positive self talk</li> <li>Be reflective</li> </ul> <b>Relationship Leader</b> <ul style="list-style-type: none"> <li>Be self aware</li> <li>Be socially aware</li> <li>Use conflict resolution strategies</li> <li>Help others succeed</li> <li>Create a shared culture</li> </ul>	<b>Curious Learner:</b> <ul style="list-style-type: none"> <li>Ask "what if" questions</li> <li>sort information</li> <li>draw conclusions</li> </ul> <b>Intercultural Communicator:</b> <ul style="list-style-type: none"> <li>Respect cultural differences</li> </ul>		<b>Curious Learner:</b> <ul style="list-style-type: none"> <li>Ask "what if" questions</li> <li>Gather information from a variety of sources</li> <li>sort information</li> <li>draw conclusions</li> </ul>		<b>Visionary Leader:</b> <ul style="list-style-type: none"> <li>Set goals and put plans into action</li> <li>Identify opportunities for action</li> <li>Generate and develop a range of ideas and solutions</li> </ul> <b>Leadership Mindset:</b> <ul style="list-style-type: none"> <li>Think backwards to think forwards</li> </ul> <b>Servant Leadership:</b> <ul style="list-style-type: none"> <li>Be involved</li> <li>Be selfless</li> </ul>
<b>SDGs</b>						