

Programme of Inquiry  
2023-2024

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	WEEK 33 August 19 <sup>th</sup> week 14-20 Finish up All Year Unit	Week 37 September 13 <sup>th</sup>	Week 44 October 19 <sup>th</sup>	Week 1 January 6 <sup>th</sup>	Week 8 March 1 <sup>st</sup>	Week 16 April 19 <sup>th</sup>
P Y P - 5	<p><b>How we organise ourselves:</b> Exhibition</p> <p>Taking action transforms systems and communities.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Responsibility of community members</li> <li>Individual perspective informs action</li> <li>Individuals connect through communities</li> </ul> <p><b>Key Concepts:</b> Perspective, Connection, Responsibility, Causation</p> <p><b>Related concepts:</b> Communities, Systems, Transformation, Organisation</p> <p><b>Related Subjects:</b> All</p> <p><b>ATLs:</b> All</p> <p><b>Learner Profile:</b> All</p>	<p><b>Who we are:</b></p> <p>Physical forms adapt and change over time.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Natural selection as a foundation of the theory of evolution</li> <li>How diversity is the result of evolution</li> <li>The transformative power of evolution</li> </ul> <p><b>Key Concepts:</b> Function, Causation, Change,</p> <p><b>Related concepts:</b> Adaption, Transformation, Survival, Change</p> <p><b>Related Subjects:</b> Science, Language, Maths, Music, PSPE</p> <p><b>ATLs:</b> Research and Self-management skills</p> <p><b>Learner Profile:</b> Thinkers, Communicators, Open-minded</p>	<p><b>Where we are in place and time:</b></p> <p>Migration transforms communities and influences culture.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The reason people migrate</li> <li>The establishment of new communities</li> <li>The impact of migration on communities</li> </ul> <p><b>Key Concepts:</b> Perspective, Change, Connection</p> <p><b>Related concepts:</b> Migration, Culture, Geography, Communities, Culture</p> <p><b>Related Subjects:</b> Social Studies, Language(Danish) Maths</p> <p><b>ATLs:</b> Self-management and Thinking skills</p> <p><b>Learner Profile:</b> Knowledgeable, Principled, Balanced</p>	<p><b>How we express ourselves:</b></p> <p>Media informs expression, influences culture and can transform people's beliefs and values.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Media as a form of expression</li> <li>Positive and negative effects of media</li> <li>The cultural effects of media</li> </ul> <p><b>Key Concepts:</b> Form, Perspective, Responsibility</p> <p><b>Related concepts:</b> Communication, Influence, Expression, Communities, Change</p> <p><b>Related Subjects:</b> The Arts, Language, Social Studies, PSPE, Maths, Music,</p> <p><b>ATLs:</b> Thinking and Research skills</p> <p><b>Learner Profile:</b> Thinkers, Risk-takers, Communicators</p>	<p><b>How the world works:</b></p> <p>The properties of matter determine its classification.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The form of the Periodic Table</li> <li>Properties and phases of matter</li> <li>The scientific method utilized to discover the elements</li> </ul> <p><b>Key Concepts:</b> Form, Function, Change</p> <p><b>Related concepts:</b> Properties, Classification, Data, Illustrations, Symbols</p> <p><b>Related Subjects:</b> Science, Language, Maths</p> <p><b>ATLs:</b> Research and Thinking skills</p> <p><b>Learner Profile:</b> Inquirers, Reflective</p>	<p><b>Sharing the planet:</b></p> <p>Conflicts impact the structure of communities.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different types of conflict</li> <li>Conflicts result from a variety of causes</li> <li>Conflict resolution takes many forms</li> </ul> <p><b>Key Concepts:</b> Connection, Causation, Change</p> <p><b>Related concepts:</b> Consequences, Responsibility, Rights, Communities, Relationships, Connection, Impact, Interdependence</p> <p><b>Related Subjects:</b> Social studies, Language, PSPE, Maths,</p> <p><b>ATLs:</b> Social, Thinking, Communication skills</p> <p><b>Learner Profile:</b> Caring, Balanced, Reflective</p>
P Y P - 4	<p><b>Sharing the planet:</b> week 33-37; 21-25</p> <p>Responsible choices help to take care of the Earth.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The right of all living things to a sustainable environment</li> <li>How personal choices affect the environment</li> <li>Our responsibility towards the interconnected balance of the planet</li> </ul> <p><b>Key Concepts:</b> Responsibility, Causation,</p> <p><b>Related concepts:</b> Preservation, Initiative, Sustainability,</p>	<p><b>Where we are in place and time:</b></p> <p>Civilisations change over time.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Shared characteristics of civilizations</li> <li>Similarities and differences between modern and past civilizations</li> <li>How civilisations grow and change over time</li> </ul> <p><b>Key Concepts:</b> form, Connection, change</p>	<p><b>Who we are:</b></p> <p>Beliefs and values encourage connections among people.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The role of beliefs and values in people's lives</li> <li>How beliefs influence behavior</li> <li>Different people's perspectives</li> </ul> <p><b>Key Concepts:</b> Function, Connection, Perspective</p> <p><b>Related concepts:</b> Tradition, Identity, Culture</p>	<p><b>How we express ourselves:</b></p> <p>Performance is a means of expression that impacts people.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How and why people express themselves through performance</li> <li>The role an audience plays in a performance</li> <li>Performance as an outlet for creativity</li> </ul> <p><b>Key Concepts:</b> Function, Perspective</p> <p><b>Related concepts:</b> Creativity, Structure, Performance, Audience, expression</p>	<p><b>How the world works:</b></p> <p>Energy is converted, transformed and used to support human progress.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Forms of energy</li> <li>How energy changes from one form to another</li> <li>How energy is used to support human progress</li> </ul> <p><b>Key Concepts:</b> Causation, Change, Form</p> <p><b>Related concepts:</b> Motion, Process, Curiosity, Transformation, Sustainability</p>	<p><b>How we organise ourselves:</b></p> <p>Humans organize themselves to structure society.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different characteristics of leaders</li> <li>The rights and responsibilities of members of society</li> <li>The function of organisations</li> </ul> <p><b>Key Concepts:</b> Responsibility, Function</p> <p><b>Related concepts:</b> Behaviour, Cooperation, Roles, Persuasion</p>



	<p><b>Related Subjects:</b> Science, Social Studies, Maths, Language, Music, PSPE</p> <p><b>ATLs:</b> Self management and Communication skills</p> <p><b>Learner Profile:</b> Balanced, Reflective, Caring</p>	<p><b>Related concepts:</b> Progress, Time, Location, Civilization, Culture</p> <p><b>Related Subjects:</b> Social Studies, The Arts (Music), Language, Maths</p> <p><b>ATLs:</b> Research, Thinking skills</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable</p>	<p><b>Related Subjects:</b> Social Studies, Maths, Language (Danish), PSPE, the Arts</p> <p><b>ATLs:</b> Thinking and Social skills</p> <p><b>Learner Profile:</b> Inquirers, Principled, Open-minded</p>	<p><b>Related Subjects:</b> The Arts, Language (Danish), Maths, PSPE</p> <p><b>ATLs:</b> Communication, Thinking skills</p> <p><b>Learner Profile:</b> Communicators, Risk-takers, Balanced</p>	<p><b>Related Subjects:</b> Science, Maths, Language, PSPE,</p> <p><b>ATLs:</b> Thinking and Research skills</p> <p><b>Learner Profile:</b> Inquirers, Thinkers</p>	<p><b>Related Subjects:</b> Social studies, PSPE, Maths, Language, Music</p> <p><b>ATLs:</b> Communication and Social skills</p> <p><b>Learner Profile:</b> Communicators, Reflective</p>
PYP - 3	<p><b>How we express ourselves:</b> week 33-37; 50-3; 24-25</p> <p>The creative process strengthens and expresses our imagination.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different mediums are used to share imagination</li> <li>Imagination can be influenced by others</li> <li>Perspectives are communicated through our creation</li> </ul> <p><b>Key Concepts:</b> Form, Perspective,</p> <p><b>Related concepts:</b> Style, Technology, Influence,</p> <p><b>Related Subjects:</b> The Art (Music) Language (Danish), Maths, PSPE</p> <p><b>ATLs:</b> Thinking and Communication skills</p> <p><b>Learner Profile:</b> Open-minded, Risk-takers, Reflective</p>	<p><b>Who we are:</b></p> <p>Interactions between body systems contribute to our health.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Function of different body systems</li> <li>How different body systems are connected</li> <li>How our choices impact the body systems and the physical health</li> </ul> <p><b>Key Concepts:</b> Form, Connection,</p> <p><b>Related concepts:</b> Systems, Interdependence, Structure, Well-being</p> <p><b>Related Subjects:</b> PSPE, Science, Language, Maths,</p> <p><b>ATLs:</b> Research and Thinking skills</p> <p><b>Learner Profile:</b> Knowledgeable, Balanced, Inquirer</p>	<p><b>Where we are in place and time:</b></p> <p>Exploration leads to discovery and develops new understanding.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Reasons for exploration (historical and personal)</li> <li>What we learn through exploration (historical and personal)</li> <li>How exploration helps us grow</li> </ul> <p><b>Key concepts:</b> Function, Change</p> <p><b>Related concepts:</b> Interaction, Sequence, Cause and Effect, Force, Measurement, Prediction</p> <p><b>Related Subjects:</b> Social studies, PSPE, Language (Danish), Maths, the Arts</p> <p><b>ATLs:</b> Research and Self-management skills</p> <p><b>Learner Profile:</b> Thinker, Knowledgeable</p>	<p><b>How the world works:</b></p> <p>Simple machines transfer force, which makes our lives easier.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Types of simple machines and their changing applications in the world</li> <li>How simple machines transfer force</li> <li>Why the Engineering Process drives change</li> </ul> <p><b>Key Concepts:</b> Function, Change</p> <p><b>Related concepts:</b> Interaction, Cause &amp; Effect, Sequences</p> <p><b>Related Subjects:</b> Science, Maths, Language, PSPE</p> <p><b>ATLs:</b> Research and Self-management skills</p> <p><b>Learner Profile:</b> Knowledgeable, Thinkers,</p>	<p><b>Sharing the planet:</b></p> <p>Imbalanced access to usable water presents global challenges.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How water moves above, on, and below the Earth's surface</li> <li>Effects of distribution and availability of usable water</li> <li>Shared responsibility to protect our water sources</li> </ul> <p><b>Key Concepts:</b> connection, function</p> <p><b>Related concepts:</b> Interdependence, Cycles, Sustainability</p> <p><b>Related Subjects:</b> Science, Language, Maths, Social Studies, Music</p> <p><b>ATLs:</b> Thinking and Social skills</p> <p><b>Learner Profile:</b> Thinkers, Reflective</p>	<p><b>How we organise ourselves:</b></p> <p>Decisions about money shape everyday life.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Why we use money.</li> <li>Goods vs. Services</li> <li>How money shapes daily life</li> </ul> <p><b>Key Concepts:</b> Connection, Responsibility</p> <p><b>Related concepts:</b> values, trade, form, behavior</p> <p><b>Related Subjects:</b> Social studies, Language, Maths, the Arts, PSPE</p> <p><b>ATLs:</b> social and self-management skills</p> <p><b>Learner Profile:</b> Communicators, Principled</p>
PYP - 2	<p><b>Who we are:</b> week 33-36; 49-1; 9,17,24-25</p> <p>Choices contribute to well being.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Our responsibility for the wellbeing of own and the others</li> <li>Strategies for supporting social, emotional, and physical well being</li> <li><i>This LOI will be created by the students</i></li> </ul>	<p><b>How we express ourselves:</b></p> <p>We communicate our identity in different ways.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The parts of a person's identity</li> <li>The value of diversity</li> <li>Relationships between identity and expression</li> </ul>	<p><b>How we organise ourselves:</b></p> <p>Communities respond to people's needs.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How systems help to organize communities</li> <li>The needs and wants of a community</li> <li>How natural features influence communities</li> </ul>	<p><b>How the world works:</b></p> <p>Technology drives change.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Technology in daily life</li> <li>Technology over time</li> <li>Technology and sustainability</li> </ul> <p><b>Key Concepts:</b> Causation, Perspective, Change</p>	<p><b>Where we are in place and time:</b></p> <p>The structure of the Solar System helps us understand our place in the universe.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Earth's place in the Solar System</li> <li>How Earth relates to other celestial bodies in the Solar System</li> </ul>	<p><b>Sharing the planet:</b></p> <p>Living things shape ecosystems.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The interaction between living things and their ecosystems</li> <li>Different ecosystems and their resources</li> <li>Rights and responsibility for keeping a balanced ecosystem</li> </ul>



	<p><b>Key Concepts:</b> Causation, Responsibility</p> <p><b>Related concepts:</b> Safety, well-being, Relationships, Emotions</p> <p><b>Related Subjects:</b> Language (Danish), PSPE, Maths, the Arts: Music,</p> <p><b>ATLs:</b> Self-management, Social skills</p> <p><b>Learner Profile:</b> Balanced, Caring</p>	<p><b>Key Concepts:</b> Function, Perspective</p> <p><b>Related concepts:</b> Communication, Diversity, Safety, Identity</p> <p><b>Related Subjects:</b> Language, The Arts-Music, Maths, PSPE, Social Studies</p> <p><b>ATLs:</b> Social and Communication skills</p> <p><b>Learner Profile:</b> Communicators, Open-minded, and Risk-takers</p>	<p><b>Key Concepts:</b> Form, Function</p> <p><b>Related concepts:</b> Natural features, Systems, Roles, Resources</p> <p><b>Related Subjects:</b> Social Studies, PSPE, Language (Danish), Maths, The Arts-Music</p> <p><b>ATLs:</b> Research and Self-management skills</p> <p><b>Learner Profile:</b> Communicator, Principled</p>	<p><b>Related concepts:</b> Technology, Change, Sustainability</p> <p><b>Related Subjects:</b> Social Studies, Language, Maths, PSPE</p> <p><b>ATLs:</b> Self management and Thinking skills</p> <p><b>Learner Profile:</b> Knowledgeable, Open-Minded</p>	<ul style="list-style-type: none"> <li>How Technology aids understanding of the Solar System</li> </ul> <p><b>Key Concepts:</b> Connection, Form, Change</p> <p><b>Related concepts:</b> Systems, Interaction, Pattern</p> <p><b>Related Subjects:</b> Science, Language, Maths</p> <p><b>ATLs:</b> Research and Self-management skills</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable</p>	<p><b>Key Concepts:</b> Connection, Responsibility, Form</p> <p><b>Related concepts:</b> Interdependence, Environment, Relationships, Preservations, Actions</p> <p><b>Related Subjects:</b> Science, Language, Maths, PSPE</p> <p><b>ATLs:</b> Research and Self-management skills</p> <p><b>Learner Profile:</b> Thinkers, Reflective</p>
<p>P Y P - 1</p>	<p><b>How we organise ourselves:</b> week 33-36; 44-45; 1-2; 44-45</p> <p>Working together helps us all get along with each other and build a community of learners.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Ways of working together-cooperation</li> <li>Roles and responsibilities in our learning community</li> <li>Finding solutions to conflicts</li> </ul> <p><b>Key Concepts:</b> Connection, Responsibility, Causation</p> <p><b>Related concepts:</b> Conflict, cooperation, resolution, Cause, Effect, Dialogue.</p> <p><b>Related Subjects:</b> Language, PSPE, Social Studies, Maths, the Arts</p> <p><b>ATLs:</b> Communication, Self-management and Thinking skills</p> <p><b>Learner Profile:</b> Thinkers, Caring, Reflective</p>	<p><b>Who we are:</b></p> <p>Celebrations and traditions show what we value.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Traditions in my family</li> <li>Traditions reflect our values</li> <li>Similarities and differences between different celebrations</li> </ul> <p><b>Key Concepts:</b> Connection, Function, Perspective</p> <p><b>Related concepts:</b> Values, Celebrations, Diversity</p> <p><b>Related Subjects:</b> Language, PSPE, Maths, the Arts (Music)</p> <p><b>ATLs:</b> Social and Communication skills</p> <p><b>Learner Profile:</b> Communicators, Open-minded</p>	<p><b>Where we are in place and time:</b></p> <p>Geography orients us by showing us our placement in time and in the world.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How maps works</li> <li>How orientation determines perspective</li> <li>change of the world over time</li> </ul> <p><b>Key Concepts:</b> Perspective, Function, Change</p> <p><b>Related concepts:</b> Organisation, Navigation, Geography</p> <p><b>Related Subjects:</b> Social Studies, Language (Danish), Maths, PSPE</p> <p><b>ATLs:</b> Research and Communication skills</p> <p><b>Learner Profile:</b> Knowledgeable, Balanced, Thinkers</p>	<p><b>Sharing the planet:</b></p> <p>Materials behave and interact in certain ways, which determines how people use them.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Materials vary and take different forms</li> <li>Materials interact to serve different purposes</li> <li>Materials can be transformed (recycled, reused, etc.)</li> </ul> <p><b>Key Concepts:</b> Change, Form, Function</p> <p><b>Related concepts:</b> Properties, Interaction, Uses of materials,</p> <p><b>Related Subjects:</b> Science, Language, Maths, Music, PSPE</p> <p><b>ATLs:</b> Self-management and Thinking skills</p> <p><b>Learner Profile:</b> Inquirers, Principled, Reflective</p>	<p><b>How we express ourselves:</b></p> <p>Stories help us express ideas, feelings and values.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different forms of stories</li> <li>Different reasons for creating stories</li> <li>Similarities and differences between stories around the world</li> </ul> <p><b>Key Concepts:</b> Causation, Form, Connection</p> <p><b>Related concepts:</b> Order, Values, Ideas, Structure, Similarities &amp; Differences</p> <p><b>Related Subjects:</b> The Arts, Language, Maths, PSPE</p> <p><b>ATLs:</b> Communication and Thinking skills</p> <p><b>Learner Profile:</b> Communicators, Open-minded, Risk-takers</p>	<p><b>How the world works:</b></p> <p>We understand life and nature by observing cycles.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Similarities and differences between cycles and patterns</li> <li>Cycles in our surroundings</li> <li>How cycle parts interact</li> </ul> <p><b>Key Concepts:</b> Causation, Change, Responsibility</p> <p><b>Related concepts:</b> Cycles, Observation, Pattern, Transformation</p> <p><b>Related Subjects:</b> Science, Language (Danish), Maths, PSPE, Music</p> <p><b>ATLs:</b> Research and Social skills</p> <p><b>Learner Profile:</b> Inquirers, Caring, Knowledgeable</p>



<p>P Y P - K</p>	<p><b>All Year Unit</b> week 33-36; 1-6; 19-25 <b>How we express ourselves:</b> We express ourselves through play. <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Connecting through play</li> <li>Expressing feelings and ideas</li> <li>Sharing perspectives through mark making</li> </ul> <p><b>Key Concepts:</b> Connection, perspectives <b>Related concepts:</b> Creativity, Expression, Imagination <b>Related Subjects:</b> Language, Maths, PSPE, the Arts, Music, Danish <b>ATLs:</b> Social, Communication and Self-Management skills <b>Learner Profile:</b> Communicators; Reflective; Risk-takers</p>	<p><b>week 40</b> <b>Who we are:</b> We enhance our understanding about who we are by making connections with each other. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Who I am</li> <li>How our relationships contribute to our community's growth</li> <li>Connections between myself and others</li> </ul> <p><b>Key Concepts:</b> Perspective, Connection <b>Related concepts:</b> Identity, Relationships, Well-being <b>Related Subjects:</b> Language, Maths, Social Studies, PSPE, Music <b>ATLs:</b> Social, Communication skills <b>Learner Profile:</b> Caring; Open-Minded, Balanced</p>	<p><b>week 4</b> <b>Where we are in place and time:</b> Homes form the way we live. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>What a home is</li> <li>Places people live and different types of homes</li> <li>Ways our homes meet our needs and wants</li> </ul> <p><b>Key Concepts:</b> Function, Form <b>Related concepts:</b> Shapes, homes <b>Related Subjects:</b> Social Studies, Language, Maths, Visual Art, Music <b>ATLs:</b> Self-management, Thinking and Research skills <b>Learner Profile:</b> Inquirers; Knowledgeable; Thinkers</p>	<p><b>week 16</b> <b>Sharing the planet:</b> We share our planet Earth with other living and non-living things. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Attributes of living &amp; non living things</li> <li>Living things within a habitat</li> <li>Taking care of our environment</li> </ul> <p><b>Key Concepts:</b> Change, Responsibility <b>Related concepts:</b> Relationships, Communities, Habitat <b>Related Subjects:</b> Language, Maths, Science, Visual Arts, Music, PSPE <b>ATLs:</b> Research and Thinking skills <b>Learner Profile:</b> Inquirers; Caring; Principled</p>		
<p>P Y P - K 4</p>	<p><b>week 33</b> <b>All Year Unit</b> <b>How we organise ourselves:</b> Routines and patterns help us organize ourselves. <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How daily routines help us understand and make predictions</li> <li>Observing patterns in our lives</li> <li>Making agreements to organise ourselves</li> </ul> <p><b>Key Concepts:</b> Causation, Change <b>Related Concepts:</b> Order, Prediction, Sequence, Safety, Well-being, Observation <b>Related Subjects:</b> Maths, Language, Music, PSPE</p>	<p><b>Unit: 2 Week 43-50</b> <b>Who we are:</b> We celebrate our similarities and differences. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How our similarities and differences connect us</li> <li>How we grow and change</li> <li>Our different abilities and interests</li> </ul> <p><b>Key Concepts:</b> Perspective, Connection, Change <b>Related concepts:</b> Likes, Dislikes, Growth, Transformation, Diversity, Celebrations <b>Related Subjects:</b> Language, PSPE, Maths, Social Studies, Music <b>ATLs:</b> Research, Social and Communication skills</p>	<p><b>Unit 3: Week 3-12</b> <b>How we express ourselves:</b> We use our words, bodies and creations to express ourselves. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>People express their thoughts and feelings differently</li> <li>People express themselves through play, art, mark making, and storytelling</li> </ul> <p><b>Key Concepts:</b> Perspective, Form Responsibility <b>Related concepts:</b> Point of view, Communication, Self-regulation, Well-being, Perspective <b>Related Subjects:</b> The Arts, Language, Maths, PSPE, Social studies <b>ATLs:</b> Self-management, Social and Communication skills</p>	<p><b>Unit 4: week 16-23</b> <b>How the world works</b> We explore living things through research. <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>We use our senses to observe the world around us</li> <li>How we find out what we want to know</li> <li>Presenting our research findings</li> </ul> <p><b>Key Concepts:</b> Function, Connection, Causation <b>Related concepts:</b> Process, Discovery, Curiosity, Cycle, Science <b>Related Subjects:</b> Science, Language, Maths, Social Studies, PSPE <b>ATLs:</b> Research, Thinking and Self-management skills</p>		



	<p><b>ATLs:</b> Social, Communication, Self-management skills</p> <p><b>Learner Profile:</b> Thinkers, Communicators, Risk-takers, Principled</p>	<p><b>Learner Profile:</b> Inquirers, Knowledgeable, Open-minded, Balanced</p>	<p><b>Learner Profile:</b> Communicators, Caring, Reflective</p>	<p><b>Learner Profile:</b> Inquirers, Reflective, Knowledgeable</p>		
<p>P Y P - P K 3</p>	<p><b>Week 33</b> <b>All Year Unit</b> <b>How we express ourselves</b></p> <p>Play lets us develop friendships, inquire, enjoy our creativity and celebrate ourselves and each other.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Building friendships through play</li> <li>• Why we take care of our environment</li> <li>• Different ways of exploring my world</li> </ul> <p><b>Key Concepts:</b> Connection, Function, Responsibility</p> <p><b>Related concepts:</b> Relationships, Celebrations, Opinion, Actions, Well-being, Choice, Cause and Effect</p> <p><b>Related Subjects:</b> PSPE, Language, Maths, Visual Arts, Drama, Music</p> <p><b>ATLs:</b> Communication, Self-management and Social skills</p> <p><b>Learner Profile:</b> Balanced, Caring, Risk-takers</p>	<p><b>Unit 2: week 43-50</b> <b>Who we are:</b></p> <p>We learn about who we are through our physical body, feelings and families.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Parts of my body</li> <li>• Exploring &amp; expressing feelings</li> <li>• My place in my family</li> </ul> <p><b>Key Concepts:</b> Form, Function</p> <p><b>Related concepts:</b> Self, Identity, Self-regulation, Growth, Differences</p> <p><b>Related Subjects:</b> Maths, Language, PSPE, Visual Arts, Music</p> <p><b>ATLs:</b> Research, Self-management and Communication skills</p> <p><b>Learner Profile:</b> Inquirers, Communicators, Reflective</p>	<p><b>Unit 3: week 4-13</b> <b>Where we are in place and time:</b></p> <p>The journeys I take help me discover and understand the world we live in.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Where I live</li> <li>• Explorations of our journeys</li> <li>• What we need for our journey</li> </ul> <p><b>Key Concepts:</b> Connection, Form, Function</p> <p><b>Related concepts:</b> Ownership, Discovery, Community</p> <p><b>Related Subjects:</b> Maths, Language, Social studies, Music, Visual Arts, PSPE</p> <p><b>ATLs:</b> Thinking and Social and Communication skills</p> <p><b>Learner Profile:</b> Knowledgeable, Open-minded, Thinkers and Balanced</p>	<p><b>Unit 4: week 16-23</b> <b>How the world works:</b></p> <p>Light changes the world around us.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• light helps us in our daily life</li> <li>• Change is all around us</li> <li>• How we can make a difference in the world</li> </ul> <p><b>Key Concepts:</b> Form, Function, Change</p> <p><b>Related concepts:</b> Change, Cycle, Discovery, Differences</p> <p><b>Related Subjects:</b> Science, Language, Maths, Music, PSPE</p> <p><b>ATLs:</b> Research and Thinking skills</p> <p><b>Learner Profile:</b> Inquirers, Risk-takers and Thinker</p>		