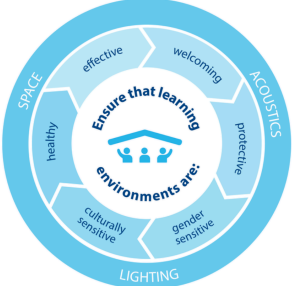






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SFS ES Programme of Inquiry 2024-2025 | ALL CENTRAL IDEAS

TD THEMES	<p><b>Who we are</b> An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	<p><b>Where we are...</b> An inquiry into histories and orientation in place, space, and time through:</p> <ul style="list-style-type: none"> <li>periods, events, and artifacts</li> <li>communities, heritage, culture, and environment</li> <li>natural and human drivers of movement, adaptation, and transformation</li> </ul>	<p><b>How we express...</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social, and cultural modes and practices of communication</li> <li>Intentions, perceptions, interpretations, and responses</li> </ul>	<p><b>How the world...</b> An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods, and tools</li> <li>discovery, design, innovation: possibilities and impacts</li> </ul>	<p><b>How we organise...</b> An inquiry into systems, structures, and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration, and decision-making</li> </ul>	<p><b>Sharing the planet...</b> An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities, and dignity of all</li> <li>pathways to just, peaceful, and reimagined futures</li> <li>nature, complexity, coexistence, and wisdom</li> </ul>
PK2	We develop a sense of belonging through building relationships and exploring connections		We can use our senses to learn and express ourselves.	Noticing and analyzing patterns helps us interpret, explain, and respond to our environment.		Time in our forest helps us understand ourselves, the world, and each other.
PK3	Through play, our experiences and interests help us grow.		Imagination helps us think, explore, and create.		Every member of our community has roles and responsibilities.	Our connection to the natural world inspires us to care for and support our environment.
PK4	Our Unique Identities: Celebrating Similarities and Differences		Traditions and celebrations connect people from various cultures.	Changes in the environment affect everyday life.	Creating Together: Designing for Our Community's Needs.	
Kindy	Each person is unique, and by working together, communities can solve problems and help everyone feel connected and valued.		Stories from the past help us see how people and places are connected.	Simple machines make work easier and improve our quality of life.		The actions of people impact other living things.
Grade 1	The choices we make affect our well-being.	Historical evidence provides an insight into personal history and identity.	Light and sound affect the way we experience the world.	Earth is part of an immense system called the universe.	People plan and build structures considering purpose, design, and location.	Plants and animals have features that they rely on for survival.
Grade 2	Choices of role models reflect our values and the communities we belong to.	Understanding the geography of a place provides insight into the people that live there.	Materials can be changed to meet a specific purpose.	Relationships in nature contribute to growth and need to be conserved.	Marketplaces are organized to serve their communities.	Access to water affects living things and their environment.
Grade 3	Communities thrive when members feel they belong and are valued.	Human exploration and innovation lead to discovery and develops new understandings.	Stories and folk heroes reflect different identities and cultures.	Exploring the connection between forces and motion provides insight into their daily application.	By understanding the causes of extreme weather, people can predict and prepare for it.	Biodiversity is evident in nature and vital for our future survival.
Grade 4	Our cultural backgrounds shape our beliefs, values, and actions.	Natural and human forces interact with the earth in ways that shape and change it.	Performing arts foster self-expression and collaboration in a community.	Energy may be converted from one form to another, stored, and used in various ways.	Significant events and people impact society.	Living things respond to their surroundings in order to survive.
Grade 5	Personal perspectives influence how people communicate and express their identity.	Human migration is a response to challenges, risks and opportunities.	Through collaboration, global citizens apply creativity to take action.	The scientific process is used to investigate properties of matter.	Governing systems and resources determine how society meets the needs of its citizens.	Biodiversity makes ecosystems resilient in the face of change.

### Dates and Sequence for Units of Inquiry

UNIT SEQUENCE	①	②	③	④	⑤	⑥
Pre-K2	<b>HWE0</b> Our Senses Aug - Oct	<b>WWA</b> Belonging Nov - Jan	<b>HTWW</b> Patterns Feb - Mar	<b>STP</b> Our forest YEARLONG		
Pre-K3	<b>WWA</b> Relationships Aug - Oct	<b>HWO0</b> Roles & Community Nov - Jan	<b>HWE0</b> Imagination Feb - Mar	<b>STP</b> Nature Apr - Jun		
Pre-K4	<b>WWA</b> Relationships Aug - Oct	<b>HWE0</b> Celebrations Nov - Feb	<b>HWO0</b> Collaboration Feb - Apr	<b>HTWW</b> Environment Apr - Jun		
Kindy	<b>WWA</b> Belonging Aug - Oct	<b>HWE0</b> Story tellers Oct - Dec	<b>HTWW</b> Simple Machines Jan - Mar	<b>STP</b> Living Things Apr - Jun		
Grade 1	<b>WWAPT</b> Personal Histories Aug - Sep	<b>HWO0</b> Structures Oct - Nov	<b>HWE0</b> Light & Sound Nov - Jan	<b>HTWW</b> Space Feb - Mar	<b>STP</b> Survival Apr - Jun	<b>WWA</b> Well-being YEARLONG
Grade 2	<b>WWA</b> Role models Aug - Sept	<b>HWE0</b> Material Oct - Nov	<b>HWO0</b> Marketplaces Dec - Jan	<b>STP</b> Water Feb - Mar	<b>HTWW</b> Lifecycles Apr - Jun	<b>WWAPT</b> Geography YEARLONG
Grade 3	<b>WWA</b> Conflict Aug - Sep	<b>HTWW</b> Forces & Motion Oct - Nov	<b>WWAPT</b> Explorers Nov - Jan	<b>HWE0</b> Folk Tales & Heroes Feb - Mar	<b>HWO0</b> Living Things Apr - Jun	<b>STP</b> Climate Change YEARLONG
Grade 4	<b>WWA</b> Values & Beliefs Aug - Sep	<b>STP</b> Adaptations Sep - Oct	<b>HTWW</b> Energy Nov - Dec	<b>WWAPT</b> Earth Science Jan - Mar	<b>HWO0</b> Advocates Apr - Jun	<b>HWE0</b> PRODUCTION Mar
Grade 5	<b>HWO0</b> Citizenship Aug - Sep	<b>STP</b> Biodiversity Oct - Nov	<b>HWE0</b> PYPX Nov - Feb	<b>WWAPT</b> Migration Feb - Apr	<b>HTWW</b> Matter May - Jun	<b>WWA</b> Identity YEARLONG

Service Learning & Mission in Action Units of Inquiry


	①	②	③	④	⑤	⑥
PreK-2	HWE0 Our Senses Aug - Oct	WWA Belonging Nov - Jan	HTWW Patterns Feb - Mar	STP Our forest YEARLONG		
PreK-3	WWA Play Aug - Oct	HWE0 <i>Jacob's House</i> Nov - Jan	HWE0 Imagination Jan - Mar	STP Community Garden Apr - Jun		
PreK-4	WWA Connection Aug - Oct	HWE0 <i>Jacob's House</i> Nov - Feb	HWE0 Collaboration Feb - Apr	HTWW <i>Community Garden</i> Apr - Jun		
Kindy	WWA Identity & Community Aug - Oct	HTWW Simple Machines Oct - Dec	HWE0 <i>Diverse Story tellers</i> Jan - Mar	STP <i>Community Garden</i> Apr - Jun		
Grade 1	WWAPT <i>Identity Museum</i> Aug - Sep	HWE0 Structures Oct - Nov	HWE0 <i>Festival of Light</i> Nov - Jan	HTWW Space Feb - Mar	STP Survival Apr - Jun	WWA Well-being YEARLONG
Grade 2	WWA Role models Aug - Sept	STP Water Oct - Nov	HWE0 <i>Design Challenge</i> Dec - Jan	HWE0 <i>Community Market</i> Feb - Mar	HTWW Lifecycles Apr - Jun	WWAPT Geography YEARLONG
Grade 3	WWA Conflict Aug - Sep	HTWW Forces & Motion Oct - Nov	WWAPT <i>Innovators Wax Museum</i> Nov - Jan	HWE0 <i>Diverse Story-tellers</i> Feb - Mar	HWE0 Organisations Apr - Jun	STP Conflict YEARLONG
Grade 4	WWA Values & Beliefs Aug - Sep	STP <i>Healthy Bodies</i> Sep - Oct	HTWW Energy Nov - Dec	WWAPT Earth Science Jan - Mar	HWE0 <i>Advocates</i> Apr - Jun	HWE0 PRODUCTION Mar
Grade 5	HWE0 Citizenship Aug - Sep	STP Biodiversity Oct - Nov	HWE0 PYPX Nov - Feb	WWAPT Migrant Stories Feb - Apr	HTWW Matter May - Jun	WWA Identity YEARLONG

**Science & Social Studies Standards Map (AERO and NGSS subject specific strands)**

CONCEPT MAP	Who we are	Where we are...	How we express ourselves...	How the world...	How we organise...	Sharing the planet
<b>Kindergarten</b>	Connections & Conflict Government Society & Identity		Time, Continuity & Change Geography Culture <b>Earth and Space Sciences</b>	Production, Distribution & Consumption Science, Technology & Society <b>Physical Sciences</b>		<b>Life Sciences</b>
<b>Grade 1</b>	Time, Continuity & Change Connections & Conflict Government	Society & Identity	Culture Society & Identity	Geography <b>Earth and Space Sciences</b>	Production, Distribution & Consumption Science, Technology & Society <b>Physical Sciences</b>	<b>Life Sciences</b>
<b>Grade 2</b>	Society & Identity Government	Culture Geography <b>Earth and Space Sciences</b>	Science, Technology & Society	Time, Continuity & Change <b>Physical Sciences</b> <b>Life Sciences</b>	Production, Distribution & Consumption	Connections & Conflict
<b>Grade 3</b>	Connections & Conflict Society & Identity Government	Time, Continuity & Change Geography Science, Technology & Society	Society & Identity	<b>Physical Sciences</b>		Production, Distribution & Consumption <b>Life Sciences</b> <b>Earth and Space Sciences</b>
<b>Grade 4</b>	Culture Society & Identity	Geography <b>Earth and Space Sciences</b>		Production, Distribution & Consumption Science, Technology & Society <b>Physical Sciences</b>	Time, Continuity & Change Connections & Conflict Government	<b>Life Sciences</b>
<b>Grade 5</b>	Culture	Time, Continuity & Change Connections & Conflict Geography	Society & Identity	Science, Technology & Society <b>Physical Sciences</b>	Government	Production, Distribution & Consumption <b>Life Sciences</b> <b>Earth and Space Sciences</b>

**Key** **Indicates NGSS mapping**

### Library Information Literacy Unit Focuses

	Who we are	Where we are...	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
PreK-3	Standard 5: Explore (5A)	 <p>The SFS Library Information Literacy <a href="#">Scope &amp; Sequence</a></p>	Standard 3: Collaborate (3A)		Standard 2: Include (2A)	Standard 1: Inquire (1A)
PreK-4	Standard 1 : Inquire (1A)		Standard 5: Explore (5A) Standard 3: Collaborate (3A)	Standard 4: Curate (4A)	Standard 2: Include (2A)	
KG	Standard 2: Include (2A) 2A- Listen actively and respectfully to others' ideas.		Standard 2: Include (2A) Standard 3A- Collaborate (3A)	Standard 1 : Inquire (1A) Standard 4: Curate (4A) Standard 5: Explore (5A)		Standard 4: Curate (4A) Standard 5: Explore (5A) Standard 6: Engage (6A)
Grade 1	Standard 3: Collaborate (3A)	Standard 3: Collaborate (3A,3B)	Standard 1: Inquire (1A) Standard 2: Include (2B)	Standard 5: Explore (5A, 5B, 5C)	Standard 1: Inquire (1A) Standard 5: Explore (5A)	Standard 4: Curate (4A, 4B)
Grade 2	Standard 2: Include (2B) Standard 3: Collaborate (3A)	Standard 1: Inquire (1A, 1B, 1C)	Standard 5: Explore (5A, 5B)	Standard 4: Curate (4A, 4B) Standard 1: Inquire (1C)	Standard 3: Collaborate (3A)	Standard 1: Inquire (1A, 1B, 1C)
Grade 3	Standard 2: Include (2A, 2B) Standard 3: Collaborate (3A) Standard 5: Explore (5A, 5B)	Standard 1: Inquire (1A, 1B, 1C) Standard 5: Explore (5A, 5B) Standard 6: Engage (6A)	Standard 2: Include (2A, 2B)	Standard 1: Inquire (1A, 1B, 1C) Standard 4: Curate (4A, 4B)	Standard 3: Collaborate (3A, 3B)	Standard 1: Inquire (1A, 1B, 1C) Standard 4: Curate (4A, 4B)
Grade 4	Standard 3: Collaborate (3A, 3C)	Standard 5: Explore (5A) Standard 6: Engage (6A, 6B, 6D)	Standard 2: Include (2A, 2B, 2C)	Standard 1: Inquire (1A, 1B, 1C)	Standard 5: Explore (5A, 5B)	Standard 4: Curate (4A, 4B) Standard 6: Engage (6B, 6C, 6D)
Grade 5	Standard 1: Inquire (1A, 1C) Standard 4: Curate (4C, 4D)	Standard 5: Explore (5C, 5D)	Standard 3: Collaborate (3A, 3B, 3C)	Standard 5: Explore (5A, 5B) Standard 4: Curate (4A, 4B)	Standard 2: Include (2A, 2B, 2C, 2D, 2E)	Standard 1: Inquire (1A, 1B, 1C) Standard 6: Engage (6B, 6C, 6D)

Literacy Unit Focuses

UNIT SEQUENCE	①	②	③	④	⑤
Kindy	WWA - Identity Story Workshop We Are Readers Show and Tell Aug - Oct	HTWW - Simple Machines Super Powers How To Books Oct - Dec	HWE0 - Storytelling Bigger Books Narrative Jan - Mar	STP - Living Things Avid Readers Opinion Apr - Jun	
Grade 1	WWAPT - Personal History Building Reading Habits Narrative - Small Moments Aug - Sep	HWO0 - Structures Learning About the World Information Writing (How To Books) Oct - Nov	HWE0 - Light & Sound Poetry Poetry Nov - Jan	HTWW - Space Readers Have Big Jobs to Do Opinion - Writing Reviews Feb - March*	STP - Plants & Animals Meeting Characters and Learning Lessons Narrative - Scenes to Series (Fantasy & Realistic ) Apr - Jun
Grade 2	WWA - Role Models Studying Characters Narrative - Small Moments Aug - Sept	HWE0 - Materials Information Research Information Books Oct - Nov	HWO0 - Marketplaces Fiction - Genre Book Clubs Fiction - Short Stories Dec - Jan	STP - Water Non-Fiction Reading Opinion Writing Feb - Mar	HTWW - Lifecycles Poetry Poetry Apr - Jun
Grade 3	WWA - Conflict Narrative - Building a Reading Life Narrative - Crafting True Stories Aug - Sep	HTWW - Forces & Motion Information Information Oct - Nov	WWAPT - Explorers Biographies Nov - Jan	STP - Plants & Animals Research Book Clubs / Research Opinion Feb - Mar	HWE0 - Folk & Fairy Tales Culture, Narrative Apr - Jun
Grade 4	WWA - Values Interpreting Characters Personal Narrative - Short Stories Aug - Sept	STP - Human Body Information Sep - Oct	HTWW - Energy Opinion/Debates Nov - Dec	WWAPT - Landforms Fantasy Jan - Mar	HWO0 - Significant People Biographies Apr - Jun
Grade 5	HWO0 - Governing Systems Fantasy Book Clubs Narrative Aug - Sept	STP - Biodiversity Information Oct - Nov	HWE0 - PYPX Opinion Nov - Feb	WWAPT - Migration Book Clubs Narrative Writing Feb - Apr	HTWW - Matter Poetry May - Jun



Early Learner Programme of Inquiry | Pre-Kindergarten 2

PreK-2	Sharing the planet	How the world works	Who we are	How we express ourselves
<b>Central Idea</b>	Time in our forest helps us understand ourselves, the world, and each other.	Noticing and analyzing patterns helps us interpret, explain, and respond to our environment.	We develop a sense of belonging through building relationships and exploring connections	We can use our senses to learn and express ourselves
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>● Learning in our forest</li> <li>● Learning through our forest</li> <li>● Learning about our forest</li> </ul>	<ul style="list-style-type: none"> <li>● Testing our ideas</li> <li>● Patterns we can see and create</li> <li>● Tools that help us learn</li> </ul>	<ul style="list-style-type: none"> <li>● Our communities</li> <li>● Teamwork</li> <li>● Making Connections</li> </ul>	<ul style="list-style-type: none"> <li>● The five senses</li> <li>● Ways of expressing ourselves</li> </ul>
<b>Concepts</b>	Connection, Form	Causation, Perspective	Form, Connection, Responsibility	Function, Change
<b>ATLS</b>	Pre-K Approaches to Learning - Reporting - SFS   2024 2025			
<b>Learner Profile</b>	Open-minded and Reflective	Inquirers and Thinkers	Caring and Courageous	Courageous, Communicators
<b>GOLD Standards</b>	Social-Emotional Physical Language Cognitive Literacy Mathematics			
<b>Specialist Integration</b>	PSPE, Music,			

Early Learner Programme of Inquiry | Pre-Kindergarten 3

PreK-3	Who we are	How we organize ourselves	How we express ourselves	Sharing the planet
Central Idea	Through play our experiences and interests help us grow.	Every member of our community has roles and responsibilities.	Imagination helps us think, explore, and create.	Our connection to the natural world inspires us to care for and support our environment.
Lines of inquiry	<ul style="list-style-type: none"> <li>● Learning and growing together</li> <li>● Building relationships and a sense of belonging</li> <li>● Fostering Growth and learning within our community</li> </ul>	<ul style="list-style-type: none"> <li>● Rules to keep us safe</li> <li>● Roles and responsibilities</li> <li>● What do we need to organise ourselves</li> </ul>	<ul style="list-style-type: none"> <li>● Inspiration and imaginative play</li> <li>● 100 languages of the child</li> <li>● Interpreting and responding to imagination</li> </ul>	<ul style="list-style-type: none"> <li>● Rights and responsibilities for the natural world</li> <li>● Just and peaceful coexistence with nature</li> <li>● Respecting complexity, wisdom, and nature</li> </ul>
Concepts	Connection <i>Relationships, Growth, Communication</i>	Responsibility, Causation, <i>Roles, Respect</i>	Perspective, Form <i>Voice, Cooperation, Imagination</i>	Function, Change, <i>Nature, Coexistence</i>
ATLS	Pre-K Approaches to Learning - Reporting - SFS   2024 2025			
Learner Profile	Caring, Communicator	Principled, Reflective	Open-minded, Courageous, Thinker	Balanced, Inquirers, Knowledgeable
GOLD Standards	Social-Emotional Physical Language Cognitive Literacy Mathematics			
Specialist Integration	Visual Arts, Music, PSPE, Korean,			

Early Learner Programme of Inquiry | Pre-Kindergarten 4

PreK-4	Who we are	How we express ourselves	How we organize ourselves	How the world works
<b>Central Idea</b>	Our Unique Identities: Celebrating Similarities and Differences	Traditions and celebrations connect people from various cultures.	Creating Together: Designing for Our Community's Needs	Changes in the environment affect everyday life.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Our similarities and differences</li> <li>• How we belong to our community</li> <li>• How we respect every member of our community</li> </ul>	<ul style="list-style-type: none"> <li>• Personal and shared traditions</li> <li>• Features of celebrations and traditions</li> <li>• Ways in which we can celebrate our community</li> </ul>	<ul style="list-style-type: none"> <li>• Where ideas come from</li> <li>• How can we organize our ideas</li> <li>• How can we collaborate to make things</li> </ul>	<ul style="list-style-type: none"> <li>• Changes that can be observed in our environment</li> <li>• Patterns and cycles that affect living things</li> <li>• How we care for the environment and people</li> </ul>
<b>Concepts</b>	Connection, Responsibility <i>relationships, belonging</i>	Perspective, Form <i>celebrations, traditions</i>	Function, Causation <i>collaboration, design</i>	Responsibility, Change <i>environment, cycles</i>
<b>ATLS</b>	Pre-K Approaches to Learning - Reporting - SFS   2024 2025			
<b>Learner Profile</b>	Open-minded, Principled, Caring	Communicators, Reflective	Thinkers, Courageous	Balanced, Knowledgeable, Inquirers
<b>GOLD Standards</b>	Social-Emotional Physical Language Cognitive Literacy Mathematics			
<b>Specialist Integration</b>	Visual Arts, Music, PSPE, Korean,			



### Early Learner Programme of Inquiry | Kindergarten

KINDY	Who we are	How the world works	How we express ourselves	Sharing the planet
<b>Central Idea</b>	Each person is unique, and by working together, communities can solve problems and help everyone feel connected and valued.	Simple machines make work easier and improve our quality of life	Stories from the past help us see how people and places are connected.	The actions of people impact other living things.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>● Each person is special and unique</li> <li>● People work together in a community</li> <li>● People sometimes disagree, but they can solve problems together.</li> </ul>	<ul style="list-style-type: none"> <li>● Different kinds of simple machines</li> <li>● How simple machines work</li> <li>● How simple machines can make work easier for us and others</li> </ul>	<ul style="list-style-type: none"> <li>● Weather patterns are different around the world</li> <li>● Places and cultures help shape individual identities</li> <li>● Stories can celebrate families, friends, and communities</li> </ul>	<ul style="list-style-type: none"> <li>● The needs of living things</li> <li>● The features and resources of habitats</li> <li>● Ways we can be responsible for our environment</li> </ul>
<b>Concepts</b>	Responsibility, Connection <i>Identity, Community, Rights &amp; Responsibilities, Conflict Resolution</i>	Form, Function, Causation <i>Forces, Simple machines</i>	Change, Perspective <i>Story-telling, Cultures, Creativity</i>	Responsibility, Connection <i>Living things, Environment, Habitats</i>
<b>ATLS</b>	Social - Interpersonal Relationships Social - Social and emotional Communication - Exchanging information Self-Management - Organization	Self-Management - States of mind Thinking - Critical Research - Information Literacy Thinking - Transfer	Communication - Literacy Research - Ethical Use Thinking - Creative	Research - Media Literacy Communication - ICT Thinking - Reflection
<b>Learner Profile</b>	Caring, Open-Minded, Principled	Knowledgeable, Thinker, Courageous	Communicators, Inquirer	Caring, Reflective, Balanced
<b>Literacy</b>	Story Workshop, We are readers + Show and Tell	Super Powers + How-to Writing	Bigger Books + Narrative	Avid readers + Opinion
<b>Maths</b>	ZEARN Mission One ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four	ZEARN Mission Five ZEARN Mission Six



Lower Elementary Programme of Inquiry | Grade 1

GRADE 1	Where we are...	How we organize...	How we express ourselves	How the world works	Sharing the planet	Who we are YEAR-LONG
<b>Central Ideas</b>	Historical evidence provides insight into personal history and identity.	People plan and build structures considering purpose, design, and location.	Light and sound affect the way we experience the world.	Earth is part of an immense system called the universe.	Plants and animals have features that they rely on for survival	The choices we make that affect our well-being.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>Personal history</li> <li>How personal history is recorded over time</li> <li>Connections between personal history and identity</li> </ul>	<ul style="list-style-type: none"> <li>Structures and their design</li> <li>How communities and structural design influence each other</li> <li>How structures can be designed to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>How light and sound are created</li> <li>How light and sound affect us in different ways</li> <li>How light and sound can be used as a form of expression</li> </ul>	<ul style="list-style-type: none"> <li>Earth's place within the universe</li> <li>The impact of Earth's position and movement relative to the sun and moon</li> <li>Space technology that has impacted our lives</li> </ul>	<ul style="list-style-type: none"> <li>Common features of plants and animals that help them survive</li> <li>Ways in which plants and animals are the same and different from their parents</li> <li>Ways in which we are inspired to take action by plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>Aspects of well-being</li> <li>Choices that impact well-being</li> <li>Ways we can support community well-being</li> </ul>
<b>Concepts</b>	Form, Connection, Perspective, Identity, History	Function, Causation, Change, Design, Architecture	Perspective, Function, Science, Creativity, Expression	Function, Causation, Change, Seasons, Space, Technology	Form, Connection, Responsibility, Families, Survival	Form, Causation, Responsibility, Well-being, Community, Health
<b>ATLS</b>	Communication skills - Exchange Social skills - Social & emotional	Thinking skills - Critical, Thinking skills - Transfer Research - Information Literacy, Communication Skills - ICT	Thinking skills - Creative Social skills - Interpersonal skills	Research skills - Media, Ethical use Communication skills - Literacy	Self-management skills - Organization Thinking skills - Reflective	Self-management skills - States of mind
<b>Learner Profile</b>	Open-minded, Risk-taker, Principled	Inquirer, Knowledgeable, Caring	Inquirer, Risk-taker, Balanced	Reflective, Knowledgeable, Thinker	Principled, Caring, Communicator	Balanced,
<b>Literacy</b>	Personal Narrative & Reading Habits	Information & Non-fiction reading	Poetry	Opinion	Narrative & Character studies	<i>PSE and PE Led transdisciplinary unit of inquiry</i>
<b>Maths</b>	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four	ZEARN Mission Five ZEARN Mission Six	

Lower Elementary Programme of Inquiry | Grade 2

GRADE 2	Who we are	How we express ourselves	How we organize ourselves	Sharing the planet	How the world works	Where we are... YEAR LONG
<b>Central Ideas</b>	Choices of role models reflect our values and the communities we belong to.	Materials can be changed to meet a specific purpose.	Marketplaces are organized to serve their communities	Access to water affects living things and their environment.	Relationships in nature contribute to growth and need to be conserved.	Understanding the geography of a place provides insight into the people that live there.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>Individual and shared values</li> <li>How and why role models are chosen</li> <li>The influence of role models on individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>The properties of materials</li> <li>Changes in materials</li> <li>How materials can be manipulated for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>The needs and wants of communities</li> <li>The systems and organization of trade</li> <li>Ways in which we can organize collective action</li> </ul>	<ul style="list-style-type: none"> <li>The properties and states of water</li> <li>Water as a resource</li> <li>Action we can take to protect and better share water</li> </ul>	<ul style="list-style-type: none"> <li>Life cycle patterns are reliant on the features of living things and their environment</li> <li>Nature's cycles are interconnected</li> <li>Opportunities for conservation.</li> </ul>	<ul style="list-style-type: none"> <li>The diverse ways in which people navigate, represent, and define their sense of place.</li> <li>The reciprocal relationship between a location's geography and the development of its cultural practices and traditions.</li> </ul>
<b>Concepts</b>	<i>Perspective, Change, Role-Models, Values, Communities</i>	<i>Form, Change, Causation, Materials, Irreversible / Reversible</i>	<i>Perspective, Function, Responsibility, Marketplaces, Needs / Wants</i>	<i>Responsibility, Causation, Connection, Dependency, Sustainability</i>	<i>Connection, Function, Change, Conservation, Patterns, Growth</i>	<i>Form, Connection, Location, Culture, Diversity</i>
<b>ATLS</b>	Social Skills - Interpersonal Relationships Self Management - States of Mind Thinking Skills - Reflective	Thinking Skills - Creative Thinking Skills - Transfer	Social Skills - Social Emotional Intelligence Self Management - Organisation	Research skills - Media Communication Skills - ICT skills	Communication Skills - Exchanging Thinking Skills - Critical Research skills - information literacy	Research skills - Media Research skills - Ethical
<b>Learner Profile</b>	Risk-takers, Principled	Thinkers, Reflective	Open-Minded, Communicators	Caring, Balanced	Inquirers, Knowledgeable	Knowledgeable, Reflective
<b>Literacy</b>	Narrative	Information	Short Stories & Book Clubs	Opinion & Information Research	Poetry	<i>STEM, and Visual Arts Led transdisciplinary unit of inquiry</i>
<b>Maths</b>	ZEARN Mission One	ZEARN Mission Two ZEARN Mission Three	ZEARN Mission Four	ZEARN Mission Five ZEARN Mission Six	ZEARN Mission Seven ZEARN Mission Eight	

Upper Elementary Programme of Inquiry | Grade 3

GRADE 3	Who we are	How the world works	Where we are...	How we express ourselves	Sharing the planet...	How we organize ourselves... YEAR LONG
<b>Central Ideas</b>	Communities thrive when members feel they belong and are valued	Exploring the connection between forces and motion provides insight into daily application	Human exploration and innovation lead to discovery and develop new understandings.	Stories and folk heroes reflect different identities and cultures	Biodiversity is evident in nature and vital for our future survival.	By understanding the causes of extreme weather, people can predict and prepare for it.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>Celebrating diversity and cultures within our community</li> <li>Strategies for overcoming conflict</li> <li>Ways everyone can feel they belong</li> </ul>	<ul style="list-style-type: none"> <li>The relationships between forces and motion</li> <li>Variables that affect motion</li> <li>The application of forces</li> </ul>	<ul style="list-style-type: none"> <li>The role of exploration in shaping society</li> <li>How discovery leads to new understandings</li> <li>The importance of innovation in our lives</li> </ul>	<ul style="list-style-type: none"> <li>Shared stories and folk heroes</li> <li>Stories that reflect culture and identity</li> <li>Ways we can create stories to share our own cultural values</li> </ul>	<ul style="list-style-type: none"> <li>Heredity, traits, and features of animals and plants</li> <li>How animals and plants survive and change over time</li> <li>Ways in which we can care for the natural world</li> </ul>	<ul style="list-style-type: none"> <li>Causes of extreme weather</li> <li>Ways in which we monitor and record extreme weather</li> <li>Creative solutions for the impacts of extreme weather</li> </ul>
<b>Concepts</b>	Connection, Responsibility <i>Identity, Governance</i>	Function, Causation, <i>Experiments, Forces</i>	Change, Perspective <i>Innovation, Exploration, Society</i>	Connection, Form, <i>Storytelling, Heroes, Culture</i>	Causation, Function <i>Inheritance, living things, life cycles</i>	Connection, Form <i>Engineering, Weather, Creativity</i>
<b>ATLS</b>	Self-Management Skills - States of mind Social skills - Social & emotional	Self-Management Skills - Organization Thinking - Reflection and metacognition	Research skills - Media literacy Communication skills - exchanging-information	Thinking skills - Creative-thinking Communication skills - Literacy Social skills - Interpersonal relationships	Research skills - Information Literacy Research skills - Ethical use	Thinking skills - Information Transfer Communication skills - ICT Thinking skills - Critical Thinking
<b>Learner Profile</b>	Caring, Principled	Thinkers, Inquirers	Knowledgeable, Courageous	Open-minded, Communicators	Balanced, Caring	Reflective, Knowledgeable
<b>Literacy</b>	Building a Reading Life & Crafting True Stories	Information	Biography	Fairy Tale writing & Mystery reading	Opinion & Research clubs	<i>STEM, Visual Arts, Music, and Led transdisciplinary unit of inquiry</i>
<b>Maths</b>	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four ZEARN Mission Five	ZEARN Mission Six ZEARN Mission Seven	

Upper Elementary Programme of Inquiry | Grade 4

GRADE 4	Who we are	Sharing the planet	How the world...	Where we are...	How we organize...	How we express... PRODUCTION
<b>Central Ideas</b>	Cultural backgrounds can shape beliefs, values, and actions.	Humans and animals adapt in response to their environments	Energy may be converted from one form to another to be used in various ways.	Natural forces change and shape the Earth.	Advocates contribute to societal changes and shape history through their leadership and actions	Performing arts foster self-expression and collaboration in a community.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>Personal and shared beliefs and values</li> <li>Core elements of belief systems and world religions</li> <li>How culture, beliefs, and values affect our actions</li> </ul>	<ul style="list-style-type: none"> <li>The structures and functions of the human body</li> <li>Animal and plant adaptations enhance survival in their environments</li> <li>Ways in which we can promote healthy living</li> </ul>	<ul style="list-style-type: none"> <li>The transformation of energy</li> <li>How circuits are designed</li> <li>Responsible energy use</li> </ul>	<ul style="list-style-type: none"> <li>How we describe the properties and shapes on the earth surface</li> <li>Processes that transform the earth's surface</li> <li>How humans reduce the effects of natural forces</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy and leadership qualities</li> <li>How individuals have positively impacted the world</li> <li>How individuals inspire us to take action</li> </ul>	<ul style="list-style-type: none"> <li>How artistic expressions communicate diverse perspectives</li> <li>Ways in which the Arts build community</li> <li>The role of the arts in celebrating diversity.</li> </ul>
<b>Concepts</b>	Perspective, Connection, Values, Culture, Beliefs, Diversity	Form, Function Living Systems, Processes, Survival	Change, Function Energy, Transfer, Work	Change, Causation Landforms, Geography, Erosion	Causation, Responsibility, Change Advocacy, Leadership, Action	Responsibility, Perspective, Expression
<b>ATLS</b>	Social skills - Social & emotional Thinking skills - Reflective Research skills - Media literacy	Self-Management skills - Organization Research skills - Information literacy	Thinking skills - Transfer Communication skills - Exchanging information	Communication skills - Literacy Thinking Skills - Creative Thinking	Thinking skills - Critical thinking Research skills - Ethical use	Social Skills - Interpersonal relationships Self-management skills - States of mind
<b>Learner Profile</b>	Reflective, Open-minded	Knowledgeable, Balanced	Inquirers	Thinkers	Communicators, Principled	Courageous, Caring
<b>Literacy</b>	Narrative writing & Interpreting characters	Information	Opinion Writing & Debate	Fantasy	Biographies	STEM, Visual Arts, & Music Led
<b>Maths</b>	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four ZEARN Mission Five	ZEARN Mission Six ZEARN Mission Seven	



Upper Elementary Programme of Inquiry | Grade 5

GRADE 5	How we organize...	Sharing the planet	PYPX How we express ourselves	Where we are...	How the world works	Who we are YEAR LONG
<b>Central Ideas</b>	Governing systems and resources determine how society meets the needs of its citizens.	Biodiversity makes ecosystems resilient in the face of change.	Through collaboration, global citizens apply creativity to take action.	Human migration is a response to challenges, risks and opportunities	The scientific process is used to investigate properties of matter.	Personal perspectives influence how people communicate and express their identity.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>• Rights and responsibilities of citizens</li> <li>• Resources managed by government systems</li> <li>• How citizens contribute to their communities</li> </ul>	<ul style="list-style-type: none"> <li>• The three types of diversity - genetic, species and ecosystem</li> <li>• Biodiversity is a measure of health in the natural world</li> <li>• Ways we can maintain and support biodiversity</li> </ul>	<ul style="list-style-type: none"> <li>• How the inquiry process works</li> <li>• How challenges are identified and met</li> <li>• Positive action we can take</li> </ul>	<ul style="list-style-type: none"> <li>• Personal connections to migration</li> <li>• Reasons why people migrate</li> <li>• Effects of migration on people and places</li> </ul>	<ul style="list-style-type: none"> <li>• Attributes of matter</li> <li>• Ways matter can change</li> <li>• Skills and techniques that support scientific thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on, expanding, and enjoying creativity.</li> <li>• Expressing feelings, ideas, and understanding through art.</li> <li>• How collaborative projects create community</li> </ul>
<b>Concepts</b>	Function, Responsibility, <i>Citizenship, Power, Systems,</i>	Form, Connection, Change <i>Biodiversity, Resilience</i>	Function, Perspective, Responsibility, <i>Collaboration, Community</i>	Perspective, Causation, <i>Migration, Challenge, Risk</i>	Form, Change, <i>Matter, Scientific method,</i>	Perspective, Function, <i>Expression, Perception,</i>
<b>ATLS</b>	Research skills - Ethical Use Communication skills - Exchange Social skills - Interpersonal Self-Management - Organization	Research skills - Media-literacy Communication skills - ICT	Communication skills - Literacy Research skills - ICT Thinking skills - Creative Self-Management skills - States of mind	Thinking skills - Reflective Social skills - Social & emotional	Thinking skills - Critical Thinking skills - Transfer	Research skills - Media literacy Thinking Skills - Creative
<b>Learner Profile</b>	Communicators, Principled	Inquirers, Knowledgeable	Open-minded, Risk-takers	Reflective, Caring	Thinkers, Reflective	Reflective, Open-minded
<b>Literacy</b>	Personal Narrative & Book clubs	Information	Argument & Advocacy	Narrative & Book club	Poetry	<i>STEM, Visual Arts, PSE, PE &amp; Music Led</i>
<b>Maths</b>	ZEARN Mission One	ZEARN Mission Two	ZEARN Mission Three	ZEARN Mission Four	ZEARN Mission Five ZEARN Mission Six	