



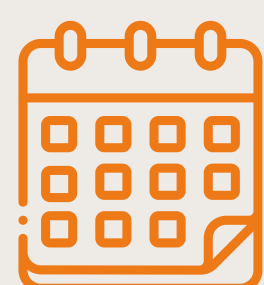
Transdisciplinary Theme

Who we are
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; what it means to be human.

How We Express Ourselves
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.

How we Organise Ourselves
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the Planet
An inquiry into the 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.



Term/Dates

Unit 2
Nov 6 - Jan 26

Unit 3
Jan 29 - Mar 29

Unit 1
11 Sept - 27 Oct

Unit 4
Apr 15 - Jun 28



Unit Description

In this unit, students will explore their personal interests and ways they can collaborate with others to achieve personal and collective classroom goals. Students will identify their strengths and discuss how they can use them effectively. They will explore how they can grow as learners and things they need to do to become more confident in dealing with challenging situations.

This unit will help students to understand the ways in which play helps them to become creative and imaginative individuals. They will engage in a creative thinking process to design toys or games from different materials. Students will participate in role-plays that will help them to learn more about themselves and further develop their social skills.

In this unit, we will explore the ways we function together as a community. Students will look closely at the roles and responsibilities we share in our school. Learners will expand their conceptual understanding of roles and responsibilities by looking at the people who keep us safe and discuss what our responsibilities are in creating a safe environment for everyone.

Our last unit will help students to become explorers and discover new things in our local environment. Students will explore ERV school premises to learn more about our nature and its biodiversity. Students will look closely at the plants and animals living on our campus and use their mathematical skills to record different species and sort them out.



Unit Summaries

Central Idea
Learning about ourselves helps us to understand us and others.

Central Idea
Play provides opportunities for exploration.

Central Idea
Rules and routines help groups function better.

Central Idea
Exploring the natural environment leads to new discoveries.

Lines of Inquiry

- Personal abilities and our development over time
- Taking responsibility for ourselves
- Our shared abilities and how we can interact with each other

Lines of Inquiry

- Learning about ourselves through play
- Imaginative use of everyday materials
- Exploring possibilities around play

Lines of Inquiry

- Rules keep us safe
- Roles and responsibilities
- What we need to organise ourselves

Lines of Inquiry

- Exploring our natural environment
- What we discover through exploring the natural environment
- Making connections in different environments

Key Concepts
Form, Perspective, Responsibility

Key Concepts
Form, Perspective, Connection

Key Concepts
Responsibility, Causation, Function

Key Concepts
Form, Change Connection

Related concepts
Ownership, Interaction, Growth, Emotions

Related concepts
Exploration, Imagination, Agency

Related concepts
Safety, Community, Roles

Related concepts
Environment, Exploration, Seasons, Biodiversity

Learner Profile
Inquirers, Caring, Reflective

Learner Profile
Communicators, Open-Minded, Balanced

Learner Profile
Thinkers, Inquirers, Reflective

Learner Profile
Balanced, Principled, Caring

ATLs
Research Skills, Social Skills, Self-Management Skills

ATLs
Communication Skills, Thinking Skills,

ATLs
Research Skills, Thinking Skills, Self-Management Skills

ATLs
Research Skills, Social Skills, Self-Management Skills



SDG Connections







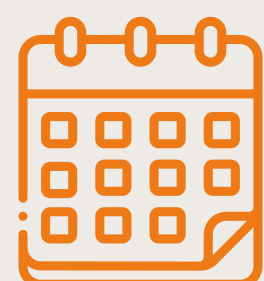

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Sharing the Planet
An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.



Term/Dates

Unit 1
11 Sept - 27 Oct

Unit 3
Jan 29 - Mar 29

Unit 2
Nov 6 - Jan 26

Unit 4
Apr 15 - Jun 28



Unit Description

In this unit, we will create an inclusive environment by exploring our own identity in relation to others through caring and reflective inquiry. Students will develop an understanding of what makes them unique and similar to others. They will develop empathy by understanding that people live in groups and depend on each other to help meet their needs.

In this unit Reception students will discover how we learn through play. They will explore play in different learning areas to express their ideas and understanding. Students will have the opportunity to discover games from different cultures to build an understanding that play is universal.

In this unit students will unpack the form and function of the 5 senses. They will investigate the connection between senses and the world around us and how the 5 senses keep us safe. They will also explore how the senses are connected to our emotions through the zones of regulation and hone the skills to manage emotions for general well being.

Students will investigate what living things are and classify living and non-living things. They will look at the characteristics of living things and the conditions living things need. Students explore their own developmental stages, and compare that to other animal groups. Students will take a closer look at how they have changed from the time they were born.



Unit Summaries

Central Idea
Learning about my own identity can help me find connections with others and leads to a more inclusive community.

Central Idea
We play to express our feelings and ideas to come to new understandings.

Central Idea
We use our senses to explore, investigate, and understand the world around us.

Central Idea
Living things go through processes of change and so does our world.

Lines of Inquiry

- Different aspects of my identity
- The important people in my life
- Ways in which we build positive relationships with others

Lines of Inquiry

- Play connects us in many ways
- Different types of games and ways in which people play
- How play helps us to learn

Lines of Inquiry

- The five senses and their role in our well-being
- How we use our senses to learn
- Appreciation through sensorial experiences

Lines of Inquiry

- Characteristics of living things
- All living things change over time
- Processes of change in our world

Key Concepts
Form, Connection, responsibility

Key Concepts
Connection, Perspective, Causation

Key Concepts
Form, Function, Connection,

Key Concepts
Form, Function, Change

Related concepts
Identify, Inclusion, culture, relationships

Related concepts
Consequences, Cooperation, Creativity

Related concepts
Interaction, Properties, Well-being, Investigation

Related concepts
Living vs. Non-Living, Cycles, Process, Environment

Learner Profile
Inquirers, Caring, Reflective

Learner Profile
Communicators, Open-Minded, Reflective

Learner Profile
Thinkers, Inquirers, Reflective

Learner Profile
Balanced, Principled, Caring

ATLs
Research Skills, Social Skills, Self-Management Skills

ATLs
Communication Skills, Thinking Skills, Social Skills

ATLs
Research Skills, Thinking Skills, Self-Management Skills

ATLs
Research Skills, Social Skills, Self-Management Skills



SDG Connections





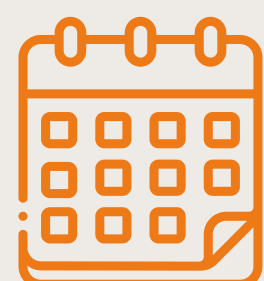
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Sharing the Planet
An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.



Term/Dates

Unit 1
11 Sept - 27 Oct

Unit 2
Nov 6 - Jan 26

Unit 4
Apr 15 - Jun 28

Unit 3
Jan 29 - Mar 29



Unit Description

In this unit, we will focus on self-awareness, enhancing social and communication skills through playful peer interactions. Students will create collages showcasing interests and strengths, discover common interests through games, and use friendship interviews to explore differences and similarities, fostering appreciation for individuality and shared qualities.

In this unit, students will learn how to express themselves creatively. They will explore ways to share their thoughts and feelings, like storytelling and art. They will learn how to structure stories, to get better at speaking and listening. They will experience how different cultures express themselves through stories. We will talk about how stories make people feel.

In this unit students will engage in playful experiments to see how force moves things. They will explore what force is, how it changes things, and look at the natural forces around them. Students will also explore why certain things happen the way they do. They will discover how force and movement work together.

In this unit, students will learn about rights and responsibilities when it comes to sharing resources, not only with people but also with other living creatures. They will learn how our actions affect people, the environment, and living things. Students will actively participate in environmental activities to show how people can look after their surroundings and be responsible.



Unit Summaries

Central Idea
An awareness of self and others can lead to new learning and discoveries.

Central Idea
Stories can be expressed and interpreted in many ways.

Central Idea
Force interacts with movement.

Central Idea
The actions of people impact other living things and the environment.

Lines of Inquiry

- Similarities and differences between ourselves and others
- How people use their knowledge of themselves to grow as learners
- How people know they are learning and growing

Lines of Inquiry

- How we express ideas and emotions
- How culture influences stories
- How people can interpret and respond to stories

Lines of Inquiry

- What is force
- Changes caused by force
- Ways we can use force for movement

Lines of Inquiry

- Living things and their habitats
- Actions that impact the environment
- Sustainable use of our environment

Key Concepts
Connection, Change, Perspective

Key Concepts
Connection, Perspective, Function

Key Concepts
Form, Change, Causation

Key Concepts
Causation, Responsibility, Function

Related concepts
Diversity, Growth, Relationships

Related concepts
Expression, Imagination, Culture

Related concepts
Force, Classification, Movement

Related concepts
Living things, Environment, Habitats, Sustainability

Learner Profile
Inquirers, Communicators, Reflective

Learner Profile
Communicators, Open-minded, Reflective

Learner Profile
Thinkers, Risk-takers, Reflective

Learner Profile
Caring, Principled, Reflective

ATLs
Research Skills, Communication Skills, Self-Management Skills

ATLs
Communication Skills, Social Skills, Self-Management Skills

ATLs
Research Skills, Thinking Skills, Self-Management Skills

ATLs
Research Skills, Social Skills, Self-Management Skills



SDG Connections

4 QUALITY EDUCATION, 10 REDUCED INEQUALITIES, 17 PARTNERSHIPS FOR THE GOALS

4 QUALITY EDUCATION, 10 REDUCED INEQUALITIES, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS

4 QUALITY EDUCATION, 9 INDUSTRY INNOVATION AND INFRASTRUCTURE, 11 SUSTAINABLE CITIES AND COMMUNITIES

11 SUSTAINABLE CITIES AND COMMUNITIES, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 15 LIFE ON LAND



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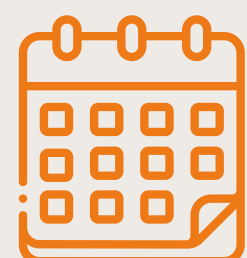
Where we are in Place and Time
An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves
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.

How the world works
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; the impact of scientific and technological advances on society and on the environment.

How we organise ourselves
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet
An inquiry into the 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.



Term/Dates

Unit 1
Sep 11 - Oct 27

Unit 4
Feb 26 - Mar 29

Unit 2
Nov 6 - Dec 19

Unit 5
Apr 15 - May 24

Unit 3
Jan 9 - Feb 16

Unit 6
May 27 - Jun 30



Unit Description

In this unit, learners will inquire into their personal well being and the wellbeing of others and the interconnectedness between them and the environment. They will discover how their personal choices affect themselves, others and the environment as a whole. Students will explore self-identity, the benefits of healthy choices and our connection to society.

In this unit, learners will inquire into maps and their important functions. They will discover how maps can connect us to the past, present and future. Learners will learn how to make maps by paying close attention to its features.

In this unit, learners will inquire into cultures from around the world, and how people express and celebrate their cultures. Learners will discover how their cultures are similar to others' and how they differ.

In this unit, learners will inquire into the properties of light and sound and how we can utilise them to suit particular needs and explore and discover new things. Learners will discover how light and sound help us to connect to the world around us.

In this unit, learners will inquire into how our community collaborates to be safe and happy with the assistance of rules and laws. We will also inquire into how helping our community through community service is important for everyone's wellbeing. We will explore how different people's roles in society help the community attain their needs and desires.

In this unit, learners inquire into the relationship between the structure and function of animal body parts and how these work to support survival. Using our outdoor learning environment and a variety of mediums, we explore the features and connection between young animals and their parents. We investigate life cycles, habitat and sustainability with a keen eye on preserving our local ecosystems.



Unit Summaries

Central Idea
People's wellbeing can be influenced by their sense of self, and their interactions with people and the environment.

Central Idea
People use maps and globes to explore communities and the world around them.

Central Idea
Cultures express their beliefs and values through celebrations and traditions.

Central Idea
Light and sound can be used to perceive and interact with the world.

Central Idea
Community well-being is influenced by the organisation and collaboration of its citizens.

Central Idea
We use our knowledge of how plants and animals survive and thrive to better care for our local environment.

- Lines of Inquiry**
- How people take care of their health
 - Personal choices that promote my own wellbeing and the wellbeing of others
 - How interactions with environments can influence people's wellbeing

- Lines of Inquiry**
- Map features have specific functions
 - Maps can be a link to the past, present or future
 - Creating maps requires detailed observation

- Lines of Inquiry**
- Ways and things people celebrate
 - Symbolic representations of celebrations and traditions
 - Similarities and differences between various celebrations

- Lines of Inquiry**
- The sources and properties of light and sound
 - Ways to manipulate light and sound
 - How light & sound can be used

- Lines of Inquiry**
- The purpose of community rules and laws
 - Connection between community wellbeing & community service
 - The interdependence of many people performing a variety of jobs to provide basic community needs and wants

- Lines of Inquiry**
- How the structure of plants and animals help them survive and thrive
 - How plants and animals depend on one another within our local environment
 - Life cycles of plants & animals
 - Our roles and responsibilities within the local environment

Key Concepts
Form, Causation, Connection

Key Concepts
Function, Form, Connection

Key Concepts
Perspective, Function, Connection

Key Concepts
Form, Connection, Change

Key Concepts
Function, Connection, Change

Key Concepts
Form, Connection, Function

Related concepts
Choices, Interdependence, Health

Related concepts
Geography, History, Function

Related concepts
Cultures, Values, Expression

Related concepts
Transfer, Energy (light & sound), Manipulation

Related concepts
Community, Interdependence, Organisation

Related concepts
Life Cycles, Food Chains, Survival

Learner Profile
Communicators, Thinkers, Balanced

Learner Profile
Inquirers, Open-Minded, Reflective

Learner Profile
Communicators, Open-Minded, Risk-Takers

Learner Profile
Thinkers, Inquirers, Balanced

Learner Profile
Communicators, Reflective, Principled

Learner Profile
Caring, Open-Minded, Inquirers

ATLs
Communication Skills, Thinking Skills, Self-Management Skills

ATLs
Research Skills, Social Skills, Communication Skills

ATLs
Communication Skills, Thinking Skills, Self-Management Skills

ATLs
Research Skills, Self-Management Skills, Communication Skills

ATLs
Communication Skills, Social Skills, Thinking Skills

ATLs
Research Skills, Social Skills, Thinking Skills



SDG Connections



Transdisciplinary Theme

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Where we are in Place and Time
An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

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Sharing the planet
An inquiry into the 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.



Term/Dates

Unit 1
Sep 11 - Oct 27

Unit 5
Apr 15 - May 24

Unit 6
May 27 - Jun 30

Unit 2
Nov 6 - Dec 19

Unit 3
Jan 9 - Feb 16

Unit 4
Feb 26 - Mar 29



Unit Description

Students will explore many learning styles and investigate how they learn the best. They will gain a comprehensive understanding of their own learning processes, identify their interests & preferences in their learning. They will understand the role they can play in building a positive learning environment. They will develop essential skills for lifelong learning, including self-awareness, motivation, adaptability & collaboration. They will be able to support their continuous personal and academic growth.

In this unit of inquiry, learners explore the Earth's uniqueness and its place in our solar system compared to other planets. They learn to recognise, describe and predict patterns of the Sun and Moon based on data that can be observed and gathered from their own backyard.

In this unit of inquiry, students will investigate and learn about the different cultural backgrounds, traditions, languages, and experiences of their classmates and the local community. Students will explore and analyse different actions, behaviours, and attitudes that can either bring a community together or create divisions. They will further explore strategies for valuing and appreciating the diverse talents, ideas, and perspectives of others.

In this unit of inquiry, learners explore the properties of matter and materials and both their chemical and physical changes in order to better understand how they can be manipulated for people to use them to create and innovate.

Students will explore how different systems connect people around the world and promote progress. They will learn about the ways in which systems facilitate communication, trade, and collaboration across different regions and cultures, fostering interconnectedness and global interdependence. Students will investigate the impact of systems on individuals' daily lives and how they contribute to the well-being and development of communities.

In this unit of inquiry, learners investigate the connections between biotic and abiotic factors in our local environment. Students gather weather data and observe seasonal patterns throughout the year. Predictions about the effect of weather on the local environment are made using observations of these patterns. During weekly campus walks learners will explore ways we can positively interact with the local environment and protect it.



Unit Summaries

Central Idea
Exploring different ways of learning enables individuals to understand themselves, make choices and grow.

Central Idea
Earth's uniqueness and place in the solar system makes Earth a liveable planet.

Central Idea
Diversity poses challenges which can lead to opportunities to connect with others.

Central Idea
Materials have properties which can be manipulated for different purposes

Central Idea
Human made systems help our lives and communities function

Central Idea
Local environments have an impact on all living things (including people) and all living things have an impact on the local environment.

Lines of Inquiry

- How we learn best
- How exploring our interests and preferences can help us to learn
- Building positive learning environments

Lines of Inquiry

- Patterns of the Sun, Moon, Earth systems
- Features of the Earth that make it unique compared with other planets
- Effects of the Sun's light on Earth, which makes Earth a liveable planet

Lines of Inquiry

- Diversity within the school and local community
- Actions can unite or divide a community
- Respectful ways of sharing different ideas, talents, and perspectives which can allow for inclusion

Lines of Inquiry

- Properties and uses of materials
- How materials can be changed (changes of matter)
- Manipulating materials for a purpose

Lines of Inquiry

- Systems we use and how they work
- Reasons people construct and organise systems
- How systems connect people around the world and promote progress

Lines of Inquiry

- Connections between living (biotic) and non-living (abiotic) factors in our local environment.
- Weather and seasonal patterns
- How we can positively interact with the local environment and protect it

Key Concepts
Function, Change, Connection

Key Concepts
Form, Causation

Key Concepts
Perspective, Responsibility

Key Concepts
Form, Causation, Change

Key Concepts
Perspective, Connection, Function

Key Concepts
Causation, Responsibility, Connection

Related concepts
Identity, Metacognition, Interdependence

Related concepts
Patterns, Resources, Systems

Related concepts
Diversity, Community, Consequences

Related concepts
Properties, Classification, Materials

Related concepts
Network, Systems, Organisation

Related concepts
Patterns, Living-nonliving, Cycles

Learner Profile
Inquirers, Communicators, Balanced

Learner Profile
Knowledgeable, Thinkers, Open-Minded

Learner Profile
Communicators, Open-Minded, Reflective

Learner Profile
Inquirers, Thinkers, Balanced

Learner Profile
Knowledgeable, Communicators, Principled

Learner Profile
Caring, Balanced, Reflective

ATLs
Self-Management Skills, Social Skills, Thinking Skills

ATLs
Research Skills, Self-Management Skills, Thinking Skills

ATLs
Communication Skills, Thinking Skills, Social Skills

ATLs
Thinking Skills, Self-Management Skills, Communication Skills Skills

ATLs
Communication Skills, Social Skills, Self-Management Skills

ATLs
Social Skills, Self-Management Skills, Research Skills



SDG Connections





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Unit Description

Learners will inquire into the human body and the interconnectedness of its systems and how they are interdependent. The human body consists of various interconnected systems, each with specific functions and organs that work together to maintain health and ensure survival. These systems include the digestive, respiratory skeletal, muscular, urinary, and many others.

Learners will inquire into how past civilizations provide valuable insights that can be used to make connections to present-day societies. The ways in which the past influences the present are multifaceted. The past serves as a repository of knowledge, experiences, and cultural heritage that continues to shape the present in numerous ways. It reminds us of our shared human history and the lessons we can draw upon to build better societies for the future.

Learners will inquire into how artistic expression, including folktales and oral storytelling, serves as a powerful means to instill the values of a culture in future generations, with common literary elements that are culturally significant. In essence, artistic expression, especially in the form of folktales and oral storytelling acts as a conduit for culture to transmit its values across generations. These stories carry moral lessons and the essence of a society's worldview, allowing each generation to connect with its heritage and carry forward the cultural tapestry of their people.

Learners will inquire into how simple machines are fundamental tools that enhance human capabilities and make various tasks easier to perform. They work by transferring and manipulating forces, and they are commonly found in everyday objects. In essence, essential tools that enhance human capabilities by making tasks more manageable. They operate by transferring forces and can often be found in various combinations within everyday objects, contributing to the convenience and efficiency of our lives.

Learners inquire into the nature of human-made systems and begin to engage in systems thinking. Through inquiries into and the creation of a class market, learners are consumers and producers, making and exchanging goods and services and applying mathematical learning in a market economy. Through the course of the inquiry, learners start to develop an understanding of the interconnected nature of systems.

Learners inquire into how different types of energy are used to generate power and how they have varying impacts on the environment. The choice of energy sources for power generation directly affects the environment. To meet future energy needs sustainably, there is a growing emphasis on transitioning away from fossil fuels, embracing renewable energy, and enhancing energy efficiency and technology innovation.

Central Idea
Human body systems depend on each other for health and survival.

Central Idea
Evidence of past civilisations can be used to make connections to present-day societies.

Central Idea
Artistic expression allows people to instill the values of their culture in future generations.

Central Idea
Simple machines are tools that can make people's lives easier.

Central Idea
People create and use systems to enable the exchange of goods and services.

Central Idea
Using different types of energy to generate power has an impact on the environment.



Unit Summaries

Lines of Inquiry

- Functions of the body systems and organs
- How body systems are interdependent
- Our habits and choices that support our body

Lines of Inquiry

- Ways that the past influences the present
- How inventions reflect the needs of people both past and present
- How past civilizations shape present culture

Lines of Inquiry

- Common literary elements of folktales
- Oral storytelling as a way to instil values
- How our world view influences storytelling

Lines of Inquiry

- Types of simple machines
- How forces are transferred from one object to another
- The combination of simple machines that can be found in everyday objects

Lines of Inquiry

- The role of supply and demand
- The exchange of goods and services is forever changing
- How global movements and communication affect the availability of goods and services

Lines of Inquiry

- The different ways electricity is generated
- The impacts of energy production on the environment
- The most suitable energy sources to meet our future needs

Key Concepts
Function, Connection, Responsibility

Key Concepts
Form, Connection, Perspective

Key Concepts
Form, Connection, Perspective

Key Concepts
Form, Function, Connection

Key Concepts
Connection, Causation, Change

Key Concepts
Function, Responsibility, Perspective

Related concepts
Systems, Survival, Well-being

Related concepts
Citizenship, Diversity, History

Related concepts
Values, Creativity, Tradition

Related concepts
Efficiency, Transfer of energy, Work

Related concepts
Systems, Networks, Interdependence

Related concepts
Conservation, Consumption, Pollution, Sustainability

Learner Profiles
Inquirers, Caring, Reflective

Learner Profiles
Knowledgeable, Open-Minded, Reflective

Learner Profiles
Communicators, Reflective, Inquirers

Learner Profiles
Inquirers, Thinkers, Reflective

Learner Profiles
Knowledgeable, Balanced, Principled

Learner Profiles
Caring, Balanced, Principled

ATLs
Research Skills, Social Skills, Self-Management Skills

ATLs
Research Skills, Thinking Skills, Social Skills

ATLs
Communication Skills, Thinking Skills, Research Skills

ATLs
Research Skills, Thinking Skills, Self-Management Skills

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Research Skills, Social Skills, Self-Management Skills

ATLs
Research Skills, Social Skills, Thinking Skills



SDG Connections





Transdisciplinary Theme

Who we are
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; what it means to be human.

Where we are in Place and Time
An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves
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.

How the world works
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; the impact of scientific and technological advances on society and on the environment.

How we organise ourselves
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet
An inquiry into the 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.



Term/Dates

Unit 1
Sep 11 - Oct 27

Unit 3
Jan 9 - Feb 16

Unit 6
May 27 - Jun 30

Unit 5
Apr 15 - May 24

Unit 4
Feb 26 - Mar 29

Unit 2
Nov 6 - Dec 19



Unit Description

In this unit of inquiry, learners will explore and engage their personal interests to discover their identity, and express their values through creative means. Learners will also investigate how sharing their creations and connections with others can foster a sense of community, while realising that pursuing their personal interests can inspire them to take meaningful actions in line with their passions and values.

In this unit of inquiry, learners develop an understanding of the reasons why people migrate to different countries and distinguish between push and pull factors. Learners acquire skills in comparing and contrasting how perspectives and issues on migration have stayed the same and/or changed over time and explore perspectives from various sides. Learners inquire into their own journey of migration or that of another person, describing challenges and rewards associated with it.

In this unit of inquiry, learners will explore art as a means of self-expression, developing their creativity and communication skills. They will experiment with new ideas, responsibly express themselves, and appreciate diverse art forms. Learners will also investigate the influence of culture on art, connecting their heritage to artistic expression and deepening their understanding through research.

In this unit of inquiry, learners explore the properties of matter and materials and both their chemical and physical changes in order to better understand how they can be manipulated for people to use them to create and innovate.

In this unit of inquiry, learners will explore and analyse different government systems to develop a comprehensive understanding of how they function. Learners will look into the rights and responsibilities of citizens within these systems, and understand the significance of active participation in creating a better society. By delving into community engagement, learners will discover ways in which citizens can positively contribute to their communities and recognize the role of government in fostering a better society for everyone.

In this unit of inquiry, learners investigate the flow of matter and energy within an ecosystem and explore the biodiversity and community relationships within it. Learners inquire into the ways people can impact the web of life and contribute to sustaining the balance within ecosystems.



Unit Summaries

Central Idea
Exploring, designing and communicating our personal interests allows us to express who we are and what we value.

Central Idea
Human migration is a response to challenges, risks and opportunities.

Central Idea
We use the Arts to express ourselves in unique ways.

Central Idea
Understanding how matter and materials can be changed and manipulated enables people to use them in various ways.

Central Idea
Governing systems determine how a society meets the needs of its citizens.

Central Idea
A healthy ecosystem is interconnected, and the flow of matter and energy provides balance within the web of life.

- Lines of Inquiry**
- Discovering and exploring our personal interests and identity
 - Sharing our creativity and connection with others
 - How pursuing our personal interests can lead to action

- Lines of Inquiry**
- Reasons people migrate
 - Changes brought by migration
 - Effects of migration on communities, cultures and individuals

- Lines of Inquiry**
- People express themselves in diverse ways
 - Responsibility with self-expression
 - How culture influences Art

- Lines of Inquiry**
- Properties of matter and materials and how they behave
 - How matter and materials can be changed (chemical and physical changes)
 - How we can manipulate matter and materials to create

- Lines of Inquiry**
- Different government systems
 - Rights and responsibilities of citizens
 - How citizens contribute to their communities

- Lines of Inquiry**
- The flow of matter and energy within an ecosystem (food web)
 - Food webs are dependent on biodiversity
 - The ways humans impact the web of life (pros and cons)

Key Concepts
Function, Responsibility, Connection

Key Concepts
Causation, Change, Connection

Key Concepts
Perspective, Responsibility, Function

Key Concepts
Form, Function, Change

Key Concepts
Function, Responsibility, Connection

Key Concepts
Connection, Causation

Related concepts
Agency, Action

Related concepts
Employment, Consequences, Population

Related concepts
Diversity, Values, Choice

Related concepts
Matter, Observation, Quantity

Related concepts
Citizenship, Power, Systems, Society

Related concepts
Balance, Biodiversity, Systems, Matter and Energy

Learner Profile
Inquirers, Thinkers, Communicators

Learner Profile
Knowledgeable, Reflective, Principled

Learner Profile
Inquirers, Communicators, Reflective

Learner Profile
Inquirers, Thinkers, Risk-takers

Learner Profile
Inquirers, Communicators, Reflective

Learner Profile
Caring, Balanced, Principled

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Term/Dates

Unit 1
Sep 11 - Oct 27

Unit 2
Nov 6 - Dec 19

Term 3

Unit 3
Jan 9 - Feb 16

Year long

Unit 4
Feb 26 - Mar 29



Unit Description

In this unit, learners will explore the different stages of life that shape who we are and how our bodies change and grow. Learners also learn how to feel good about themselves, known as their "sense of self," and discover ways to support others in feeling good about themselves too. Throughout the unit, learners will develop important skills like self-awareness, a growth mindset, empathy, and effective communication. These skills will help them better understand themselves, embrace personal growth, and be supportive friends and peers.

In this unit, learners will learn about the history of all living things and how they have changed over time. Learners will discover how evolution helps animals and plants survive in their environments. This unit will also explore how living things adapt within specific habitats. Finally, learners will uncover clues about how humans evolved, helping us understand our own history. Throughout this unit, learners will develop skills in research, critical thinking, and understanding the world around us.

In this unit, learners take part in the Exhibition and they pick their own main ideas to explore. This helps them learn to be responsible for their own learning. Learners also set goals for what they want to achieve and decide how to measure success. During the Exhibition, they work together with their classmates, teachers, and mentors, which helps them develop teamwork and communication skills. As learners they grow in their ability to take charge of their learning, set targets, and work well with others.

In this unit, learners will discover how technology helps us learn more about our Earth and its place in the universe. Learners will explore gadgets like telescopes and study exciting space missions. By the end, learners will develop skills in using technology for cosmic exploration and better understand our connection to the universe.

In this year-long unit, learners learn how to organise and present information in a clear and engaging way. They discover the importance of curation in shaping our understanding of the world and making connections with others. Learners also develop skills in being responsible while adding creativity to their presentations. This unit helps them become better at organising, presenting, and inspiring others with their ideas.

In this unit of inquiry, learners develop an understanding of the geosphere and the natural phenomena that causes the physical features of Earth. Through experiments, they develop meaning around concepts such as heat transfer and convection currents, plate tectonics, and forces that shape the Earth. Learners inquire into the ways humans respond to Earth's changes and critique these responses.

Central Idea
Transformative stages experienced throughout life help to develop one's sense of self.

Central Idea
All living things share a common history of evolution.

Central Idea
The Primary Years Program (PYP) EXHIBITION
Students identify personal central ideas for this unit.

Central Idea
Advances in technology have enhanced our understanding of the Earth and its place in the universe.

Central Idea
The process of curation shapes our understanding of the world and inspires meaningful connections.

Central Idea
Human survival is connected to understanding the continual changing nature of the Earth.



Unit Summaries

Lines of Inquiry

- The transformative stages of living things
- How our bodies change and grow
- How do we become okay with who we are (sense of self)
- How do we contribute to others's sense of self

Lines of Inquiry

- How evolution impact survival
- The role adaptation plays within specific habitats
- How tracing evidence of human evolution helps us to understand how we have come to be

Lines of Inquiry
Students develop their own

Lines of Inquiry

- Earth and its place in the universe
- Technology which aides the study of our universe
- The impact of space exploration

Lines of Inquiry

- The importance of organisation in presenting work visually and orally
- Strategies and techniques for creating coherence in visual and oral presentations
- Balancing responsibility and creativity in the presentation of work

Lines of Inquiry

- Earth's geographic change over time
- The patterns in evidence that substantiates claims of Earth's gradual change
- How technology is used to predict and reduce the impact of natural geological hazards

Key Concepts
Form, Change, Perspective

Key Concepts
Form, Function, Change

Key Concepts
All key concepts

Key Concepts
Form, Change, Causation

Key Concepts
Form, Perspective, Reflection

Key Concepts
Form, Causation, Change

Related concepts
Transformation, Growth, Values

Related concepts
Survival, Habitat, Adaptation

Related concepts
Dependent on focus of Exhibition

Related concepts
Exploration, Space, Phenomena

Related concepts
Interpretation, Context, Representation

Related concepts
Natural Phenomena, Transformation, Evidence

Learner Profile
Inquirers, Thinkers, Communicators

Learner Profile
Knowledgeable, Reflective, Open-minded

Learner Profile
All Learner Profile

Learner Profile
Inquirers, Thinkers, Risk-takers

Learner Profile
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Learner Profile
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ATLs
Research Skills, Thinking Skills, Communication Skills

ATLs
Research Skills, Self-management Skills, Communication Skills

ATLs
All ATLs

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