



2023-24 POI

<p>Transdisciplinary</p>	<p>Who we are</p> <p>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.</p>	<p>Where we are in place and time</p> <p>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 civilisations from local and global perspectives.</p>	<p>How we express ourselves</p> <p>An inquiry into the way 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.</p>	<p>How the world works</p> <p>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 the environment</p>	<p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
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<p>EY-1</p>	<p>Who we are 2</p> <p>Subject Focus: Science, PSPE, Math, Language Arts</p> <p>Central Idea: As we grow and change, we learn more about ourselves and the world around us</p> <p>Key Concepts: Form, Function, change</p> <p>Related Concepts: Body form, Growth, Role</p> <p>Lines of Inquiry: * Physical characteristics that make up who we are *How we grow and change * Using our senses to explore our surroundings</p> <p>Learner Profile: Inquirer, Thinker, Reflective</p> <p>ATL: Self-management skills, Thinking skills</p>	<p>Where we are in place and time</p>	<p>How we express ourselves 1</p> <p>Subject Focus: PSPE, Visual Art, Language Arts, Drama</p> <p>Central Idea: We use play to express our feelings and ideas</p> <p>Key Concepts: Form, Perspective</p> <p>Related Concepts: Fair play, Safety, Imagination, Creativity</p> <p>Lines of Inquiry: *Different games and toys *Communication through play *Imaginative use of everyday material in play</p> <p>Learner Profile: Open minded, Communicator Risk taker</p> <p>ATL: Communication skills Thinking skills Social skills</p>	<p>How the world works</p>	<p>How we organize ourselves 4</p> <p>Subject Focus: Social studies, PSPE, Language Arts, Math</p> <p>Central Idea: People play different roles in the community to which they belong</p> <p>Key Concepts: Causation, Function, Responsibility</p> <p>Related Concepts: Role, Responsibility, Safety, Interdependence</p> <p>Lines of Inquiry: * Needs of the community *Roles & responsibilities of community helpers * Our responsibility as members of a community</p> <p>Learner Profile: Principled Balanced</p> <p>ATL: Social skills Thinking skills</p>	<p>Sharing the planet 3</p> <p>Subject Focus: Science, Language Arts, Math</p> <p>Central Idea: Humans & animals depend on each other for their needs</p> <p>Key Concepts: Form, Connection, Responsibility</p> <p>Related Concepts: Animal Classification, Habitat</p> <p>Lines of Inquiry: *Different types of animals *How animals & humans help each other *Our responsibility towards animals</p> <p>Learner Profile: Inquirers, Caring, Knowledgeable</p> <p>ATL: Research skills Communication skills</p>
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	<p>SDG:</p>		<p>SDG:</p>		<p>Communication skills</p> <p>SDG:</p>	<p>Thinking skills</p> <p>SDG:</p>  
EY-2	<p>Who we are</p> <p>1</p> <p>Subject Focus: PSPE, Social Studies, Language Arts</p> <p>Central Idea: Maintaining relationships is an important life skill</p> <p>Key Concepts: Perspective, Function, Causation</p> <p>Related Concepts: Opinion, Relationships, Family, Conflict</p> <p>Lines of Inquiry:</p>	<p>Where we are in place and time</p>	<p>How we express ourselves</p> <p>3</p> <p>Subject Focus: Visual Art, Language Arts, Drama, Music</p> <p>Central Idea: People express their feelings through Art</p> <p>Key Concepts: Form, Perspective</p> <p>Related Concepts: Patterns, Imagination, Performance</p> <p>Lines of Inquiry:</p>	<p>How the world works</p> <p>4</p> <p>Subject Focus: Social Studies Science, Math, Language Arts.</p> <p>Central Idea: Our activities are usually connected to the Earth's natural cycle</p> <p>Key Concepts: Change, Causation</p> <p>Related Concepts: Cycle, Pattern, Impact, season</p> <p>Lines of Inquiry:</p>	<p>How we organize ourselves</p>	<p>Sharing the planet</p> <p>2</p> <p>Subject Focus: Science, Language Arts, Social Studies, Math</p> <p>Central Idea: Plants sustain life on Earth and play a role in our lives</p> <p>Key Concepts: Form, Responsibility, Connection</p> <p>Related Concepts: Classification, Growth, Parts of Plants, Conservation</p>

*Importance of relationships
 *Ways we can appreciate and maintain relationships
 *Managing and Resolving conflicts

Learner Profile:
 Principled,
 Communicator,
 Balanced

ATL:
 Social skills
 Self-management skills

SDG:

*Different art forms
 *Feelings and emotions that art evokes
 *Appreciating creative art expression

Learner Profile:
 Thinker, Risk - taker,
 Open minded

ATL:
 Social skills
 Thinking skills

SDG:

*Day and night cycle
 *Different seasons
 *The actions people take in response to seasonal changes (food, clothes, sports, health)

Learner Profile:
 Inquirer,
 Knowledgeable,
 Reflective

ATL:
 Research skills
 Communication skills

SDG:

Lines of Inquiry:
 *Types and characteristics of a plant
 • Importance and uses of plants
 * Our responsibility towards plants

Learner Profile:
 Inquirer,
 Knowledgeable,
 Caring

ATL:
 Thinking skills
 Research skills

SDG:



Who we are
 2

Subject Focus:
 PSPE, Science, Math,
 Language Arts

Central Idea: A healthy Lifestyle is

Where we are in place and time
 4

Subject Focus-
 Social studies,
 Language Arts, Math

Central Idea:

How we express ourselves
 1

Subject Focus:
 Social studies, PSPE,
 Visual Arts, Language Arts

Central Idea: People recognize important events

How the world works
 3

Subject Focus:
 Science, Math,
 Language Arts

Central Idea: Our Solar System is a part of the large and

How we organize ourselves

Sharing the planet

EY-3

important for our well being

Key Concepts:

Function,
Responsibility

Related Concepts:

Balanced diet, food groups, goal setting

Lines of Inquiry:

- *Daily habits and routines
- *Role of a balanced diet
- *How personal choices affect our health & wellbeing

Learner Profile:

Principled
Balanced

ATL:

Self- Management skill
Thinking Skill

SDG:



Homes are made to suit people's needs

Key Concepts-Form, perspective, change

Related Concept

Structure
Impact

Lines of inquiry

- *Ways homes meet our needs and wants (Perspective)
- * Factors that determine the different types of houses that people live in (Form / Causation)
- * How homes have changed over time(change)

Learner Profile:

Thinker
Communicator

ATL-

Research skills
Social skills



through celebrations and traditions

Key Concepts: Form, Causation, Connection

Related Concepts:

Beliefs, Traditions, Diversity

Lines of Inquiry:

- *Types of celebration
- *Rituals and traditions related with different celebrations
- *Reasons and significance of celebrations

Learner Profile:

Caring
Open – minded
Risk taker

ATL:

Social skills
Research skills

SDG:

complex universe

Key Concepts:

Form,
Connection

Related Concepts:

Space, Solar system

Lines of Inquiry:

- *Different components of universe
- *Planets and their features
- *Movement of the Sun, Moon and Earth

Learner Profile:





Inquirer,
Knowledgeable,
Reflective

ATL:

Research skills
Thinking skills

SDG:

<p>PYP-1</p>	<p>Who we are 4</p> <p>Subject Focus: Science, PSPE</p> <p>Central Idea: Different organs help in the growth and function of the human system</p> <p>Lines of Inquiry: *Understanding the different organs of the system *Functions of organs in a system *Lifestyle choices influence personal well-being</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Related Concepts: Structure, Systems [Respiratory and Digestive], Initiative, Well-Being</p>	<p>Where we are in place and time 3</p> <p>Subject Focus: Social Studies</p> <p>Central Idea: Learning about our family histories help us understand the relationship between the past and the present</p> <p>Lines of Inquiry: *Our family history *Knowing our family traditions *How our past helps us understand our present</p> <p>Key Concepts: Connection, Function</p> <p>Related Concepts: Structure, Role</p>	<p>How we express ourselves 6</p> <p>Subject Focus: Language Arts, Visual Art</p> <p>Central Idea: Stories help us to imagine and express ourselves</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Related Concepts: Pattern, Opinion, Imagination, Communication, Expression</p> <p>Lines of Inquiry: *Elements of a story *Role of illustration in a story *Conveying ideas and messages through stories</p>	<p>How the world works 2</p> <p>Subject Focus: Science</p> <p>Central Idea: All living things go through a process of change</p> <p>Key Concepts: Form, Change, and Connection</p> <p>Related Concepts: Pattern, Growth, Interdependence, Cycles</p> <p>Lines of Inquiry: *Characteristics of living things *Developmental stages of living things *Factors that can influence life cycles</p> <p>Learner Profile:</p>	<p>How we organize ourselves 1</p> <p>Subject Focus: PSPE, Math</p> <p>Central Idea: People organize themselves to plan and carry out activities effectively</p> <p>Key Concepts: Function, Responsibility</p> <p>Related Concepts: Goal setting, Behavior, Initiative, Self-regulation</p> <p>Lines of Inquiry: *Concept of self-organization *Importance of organizational skills at school and home *Ways of organizing our thoughts and time</p>	<p>Sharing the planet 5</p> <p>Subject Focus: Science, Social Studies</p> <p>Central Idea: Actions people take to share limited resources</p> <p>Key Concepts: Causation, Perspective, Responsibility</p> <p>Related Concepts: Consequences, Opinion, Conservation, Initiative</p> <p>Lines of Inquiry: *Water as a limited resource *Different views on how to manage water as a limited resource *Our responsibility as a global citizen to conserve water</p> <p>Learner Profile:</p>

	<p>Learner Profile: Balanced, Inquirer Knowledgeable</p> <p>ATL: Self-management skills Research skills</p> <p>SDG:</p> 	<p>Learner Profile: Caring, Open-Minded, Thinker</p> <p>ATL: Communication skills, Thinking Skills</p> <p>SDG:</p>	<p>Learner Profile: Communicator, Risk-Taker, Open minded</p> <p>ATL: Communication skills, Social Skills</p> <p>SDG:</p>	<p>Inquirer, Knowledgeable, Caring</p> <p>ATL: Research skills, Thinking Skills</p> <p>SDG:</p>  	<p>Learner Profile: Principled, Balanced, Reflective</p> <p>ATL: Self-management skills, Social Skills</p> <p>SDG:</p>	<p>Caring, Principled, Reflective</p> <p>ATL: Thinking skills, Social Skills</p> <p>SDG:</p> 
PYP-2	<p>Who we are 1</p> <p>Subject Focus: PSPE, Language Arts</p> <p>Central Idea: Understanding ourselves helps us to learn better and evolve</p> <p>Key Concepts:</p>	<p>Where we are in place and time 4</p> <p>Subject Focus: Social Studies, Science</p> <p>Central Idea: The Earth's physical features influence human interactions and settlements</p>	<p>How we express ourselves 6</p> <p>Subject Focus: Visual Arts, Language Arts, Math</p> <p>Central Idea: We explore and express through the medium of Visual Art</p>	<p>How the world works 5</p> <p>Subject Focus: Science, Social studies, PSPE, Language Arts, Music</p> <p>Central Idea: Understanding the properties of air allows people to make practical applications.</p>	<p>How we organize ourselves 3</p> <p>Subject Focus: Social Studies, Language Arts, Math</p> <p>Central Idea: Transportation systems are organized to meet the changing needs of the community.</p>	<p>Sharing the planet 2</p> <p>Subject Focus: Science, Social Studies, Language Arts, Math</p> <p>Central Idea: Living things have certain requirements in order to grow and survive.</p>

Connection,
Responsibility

Related Concepts:
Identity,
Consequences,
Behavior

Lines of Inquiry:
*Exploring personal characteristics, abilities and interests.
*Awareness of ourselves in social situations
*Using self-awareness to set goals.

Learner Profile:
Principled,
Open-minded,
Balanced

ATL:
Social skills
Self-Management skills



SDG:

Key Concepts: Form,
Connection, Causation

Related Concepts:
Geography,
Structure, Settlement,
Impact,

Lines of Inquiry:
*Physical characteristics of a place
*The relationship between location and settlement
*Impact of human interaction on the physical environment

Learner Profile:
Knowledgeable,
Reflective

ATL:
Communication skills,
Research skills

SDG:



Key Concepts: Form,
Function, Perspective

Related Concepts:
Pattern,
Communication and
Opinion

Lines of Inquiry:
*Elements of Art
*Expressing yourself through different forms of Art
*Finding the artist in me

Learner Profile:
Risk taker, Reflective

ATL:
Communication skills
Self-management skills

SDG:

Key Concepts:
Form, Function,
Perspective

Related Concepts:
States of matter,
properties and uses
of material, Impact,
Opinion,
Interdependence

Lines of Inquiry:
*Properties of air
* Different applications of air
* The impact of our actions on air quality

Learner Profile:
Inquirer,
Communicator

ATL:
Thinking skills,
Research skills

SDG:



Key Concepts:
Change, Causation,
Connection

Related Concepts:
Transportation,
History, Progress

Lines of Inquiry:
*Development of transport system
*Purpose of different modes of transport
*Systems of transportation respond to changing needs

Learner Profile:
Thinker, Inquirer

ATL:
Research skills
Communication skills

SDG:



Key Concepts:
Form, Change,
Responsibility

Related Concepts:
Organism,
Classification,
Adaptation, Habitat,
Conservation

Lines of Inquiry:
*Classification of living organisms
*Living things respond to changing environmental conditions
*Our responsibility as global citizens to protect the habitats


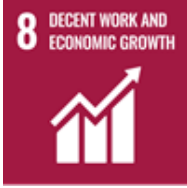

Learner Profile:
Knowledgeable,
Caring

ATL:
Thinking skills
Research skills

SDG:



PYP-3	<p>Who we are 1</p> <p>Subject Focus: Social Studies, Language Arts, PSPE</p> <p>Central Idea: International Mindedness requires an understanding of different cultures</p> <p>Key Concepts: Connection, Responsibility</p> <p>Related Concepts: Structure, Initiative, Communication, Role</p> <p>Lines of Inquiry: *Concept of International Mindedness *Creating a culture of</p>	<p>Where we are in place and time 3</p> <p>Subject Focus: PSPE, Social Studies</p> <p>Central Idea: People expand their understanding of the world through exploration and discovery.</p> <p>Key Concepts: Causation, Change, Connection</p> <p>Related Concepts: History, Geography, Discovery</p> <p>Lines of Inquiry: *The reasons for exploration *The past, present and the future of exploration</p>	<p>How we express ourselves 4</p> <p>Subject Focus: Social Studies, Language Arts, Math</p> <p>Central Idea: Media informs, surrounds, and persuades us</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Related Concepts: Pattern, Role, Opinion</p> <p>Lines of Inquiry: *Types of Media *Understanding the role of advertising in media</p>	<p>How the world works 2</p> <p>Subject Focus: Science, Math, Language Arts</p> <p>Central Idea: Matter can take many different forms which can be changed to suit different purposes</p> <p>Key Concepts: Form, Change, Function</p> <p>Related Concepts: Classification, Changes of state, Chemical and physical change, Gases, Liquids, Properties and uses of materials, Solids</p> <p>Lines of Inquiry:</p>	<p>How we organize ourselves 6</p> <p>Subject Focus: Social Studies, Math</p> <p>Central Idea: Money facilitates exchange of goods and services to meet our day to day requirements.</p> <p>Key Concepts: Perspective, Function</p> <p>Related Concepts: Opinion, Role, Structure, Systems</p> <p>Lines of Inquiry: *Our requirements *Importance of Money *Modes of payment (buying and selling)</p>	<p>Sharing the planet 5</p> <p>Subject Focus: Science, Social Studies</p> <p>Central Idea: Sustainability of resources is a shared responsibility</p> <p>Key Concepts: Form, Causation, Responsibility</p> <p>Related Concepts: Conservation, Renewable and non-renewable energy sources, Resources, Consumption, Energy, Interdependence, Sustainability</p> <p>Lines of Inquiry:</p>

	<p>international mindedness *Developing and promoting International Mindedness</p> <p>Learner Profile: Open-minded Caring, Balanced</p> <p>ATL: Communication Skills Social Skills Self Management Skills</p> <p>SDG:</p> 	<p>* Impact of exploration on our lives</p> <p>Learner Profile: Knowledgeable, Inquirer, Risk Taker</p> <p>ATL: Research Skills Communication Skills Thinking Skills</p> <p>SDG:</p>	<p>*Influence of media on our life</p> <p>Learner Profile: Thinker, Communicator, Reflective</p> <p>ATL: Communication skills, Research skills</p> <p>SDG:</p>	<p>*The states & properties of matter *Matter can undergo temporary or permanent changes *Practical applications of changes in matter</p> <p>Learner Profile: Inquirer, Knowledgeable</p> <p>ATL: Thinking Skills, Research skills</p> <p>SDG:</p> 	<p>*Earth's resources & its uses * Importance of sustaining Earth's resources * Practices we adopt to protect Earth's resources</p> <p>Learner profile: Caring, Principled</p> <p>ATL: Thinking skills, Research skills, Self-management skills</p> <p>SDG:</p> 	
PYP-4	Who we are 1	Where we are in place and time 6	How we express ourselves 3	How the world works 5	How we organize ourselves 4	Sharing the planet 2

Subject Focus:
Science, Language
Arts,Math,PSPE

Central Idea:
The human body has interconnected systems that function together to keep us healthy.

Key Concepts:
Function,
Connection
Responsibility

Related Concepts:
Science:Systems &
Interdependence
Social :System

Lines of Inquiry:
*Human body systems
*Interdependence of
body systems
*Choices that impact
these systems

Subject Focus:
Social studies, Visual
Arts, Math, Language
Arts

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

Key Concepts:
Causation
Change
Perspective

Related Concepts:
Social studies
Geography
Migration
Impact

Lines of Inquiry:
*Early human
migrations
*Reasons why people
continue to migrate
today
*The effects of
migration on us as a
global community

Subject Focus:
Language Arts, Math

Central Idea:
We express our ideas
and emotions through
poetry

Key Concepts:
Form
Perspective

Related Concepts:
Pattern, Interpretation,
Opinion.

Lines of Inquiry:
*Forms of poetry and
poetic elements
*Ways to express
feelings and thoughts
through poems
*Purpose and
interpretation of poetry

Subject Focus:
Science, PSPE,
Math, Language Arts,
Music

Central Idea:
Humans use their
scientific
understanding of
force and motion to
create inventions that
impact everyday life

Key Concepts:
Form
Function
Connection

Related Concepts:
Science-
physics, force, gravity,
friction, work

Lines of Inquiry:
*Forces and motion
around us
*Impact of force and
motion on simple
machines
*Applying our
understanding of
simple machines to
solve problems

Subject Focus:
Social studies, Math,
Language Arts.

Central Idea:
Communities provide
interconnected
services designed to
meet people's needs.

Key Concepts:
Function, Causation,
Responsibility

Related Concepts:
Impact,community
network
Adaptation,
Ownership

Lines of Inquiry:
*Reasons people live
in a local community
* Services needed to
support a community
*Planning services for
a community

Subject Focus:
Science, Social
studies, Language Art.









Central Idea:
Biodiversity relies on
maintaining the
interdependent
balance of organisms
within systems

Key Concepts:
Connection,
Responsibility

Related Concepts:
Science-Habitat,
Adaptation,
Biodiversity,
Interdependence,
Conservation
Social studies
Conservation,
Ecology, Pollution,
Sustainability

Lines of Inquiry:
*Nature of biodiversity
*Interdependence of
organisms within
ecosystems and
biomes
*Human interactions
that affect the balance
of an ecosystem

Learner profile:

	<p>Learner profile: Inquirer Knowledgeable Balanced</p> <p>ATL: Self-management skill, Research skills</p> <p>SDG: SDG 3</p> 	<p>Learner profile: Open-minded Caring Communicator</p> <p>ATL: Communication skills Thinking skills</p> <p>SDG: SDG 17</p> 	<p>Learner profile: Open-minded Reflective</p> <p>ATL: Communication skills Thinking skills Social skills</p> <p>SDG: Student choice</p> 	<p>Learner profile: Inquirer, Reflective</p> <p>ATL: Thinking skills Research skills</p> <p>SDG: SDG 9</p> 	<p>Learner profile: Caring Balanced</p> <p>ATL: Self-management skills, Social Skills</p> <p>SDG: SDG 11</p> 	<p>Knowledgeable Caring Principled</p> <p>ATL: Thinking skills, Research skills</p> <p>SDG: SDG 12,13,15</p>   
<p>PYP-5</p>	<p>Who we are 1</p> <p>Subject Focus: PSPE, Science</p> <p>Central Idea: The choices people make affect their health and wellbeing.</p>	<p>Where we are in place and time 3</p> <p>Subject Focus: Social Studies, Science, Music, Visual Art</p> <p>Central Idea: Ancient civilizations continue</p>	<p>How we express ourselves 6</p> <p>Exhibition unit 2023-24</p> <p>Subject Focus:</p>	<p>How the world works 4</p> <p>Subject Focus: Science</p> <p>Central Idea: The Earth and its atmosphere are part</p>	<p>How we organize ourselves 5</p> <p>Subject Focus: Social Studies, Math (data handling)</p> <p>Central Idea: A marketplace is a</p>	<p>Sharing the planet 2</p> <p>Subject Focus: Science, LA</p> <p>Central Idea: The responsible and efficient use of energy</p>

Key Concepts:

Responsibility, Perspective

Related Concepts:

Growth, Relationships, Behavior, Balance

Lines of Inquiry:

*Factors that contribute to well being
*Concept of Personal wellbeing (physical, mental, social and spiritual)
*Encouraging growth mindset

Learner profile:

Reflective, Balanced

ATL:

Self-Management skills, Social skills.

SDG:



to influence our everyday lives

Key Concepts:

Causation, Change, Connection

Related Concepts:

History, Civilization, Progress, Artifacts, Geography

Lines of Inquiry:

*Ancient civilizations around the world
*History and life in ancient Civilization
* Impact of ancient life on our everyday lives.

Learner Profile:

Inquirer. Knowledgeable

ATL: Research skills, Communication Skills

SDG:



Central Idea:

Key Concepts:

Related Concepts:

Lines of Inquiry:

Learner profile:

ATL:

SDG:



of a vast and complex universe

Key Concepts:

Form, Causation, Function

Related Concepts:

Space, Systems (Solar), Theory of origin

Lines of Inquiry:

*The exploration of space
*Reasons for natural phenomena
*Space technology and its impact on our lives

Learner profile:

Knowledgeable, Inquirer

ATL:

Research and Thinking Skills

SDG:

system of exchange that serves the needs of a community.

Key Concepts:

Function, Responsibility

Related Concepts:

Production, Innovation, Progress

Lines of Inquiry:

*Exchange of goods and services
*Types of markets
*Our responsibility to make informed choices

Learner profile:

Principled, Risk Taker

ATL:

Social and communication skills

SDG:

promotes a sustainable and interconnected world.

Key Concepts:

Form, Connection, Responsibility

Related Concepts:

Energy, Sustainability, Conservation, Interdependence

Lines of Inquiry:

*Different forms of energy
*The impact of energy choices on the environment
*The importance of sustainable energy practices for preserving the planet

Learner profile:

Thinker, Inquirer, Principled

ATL:

Thinking skills, communication skills,

SDG: 7-Affordable and clean energy



11-Sustainable cities and
12- Responsible consumption and Production

POI Alignment (Key concepts across TD Themes)Table 1

TD Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the Planet
Grades						
EY1	Form, Function, change		Form, Perspective		Causation, Function, Responsibility	Form, Connection, Responsibility
EY2	Perspective, Function, Causation		Form, Perspective	Change, Causation		Form, Responsibility, Connection
EY3	Function, Responsibility	-Form, perspective, change	Form, Causation,	Form, Connection		

			Connection			
PYP1	Form, Function, Responsibility	Connection, Function	Form, Function, Perspective	Form, Change, Connection	Function Responsibility	Causation, Perspective, Responsibility
PYP2	Connection, Responsibility	Form, Connection, Causation	Form, Function, Perspective	Form, Function, Perspective	Change, Causation, Connection	Form, Change, Responsibility
PYP3	Connection, Responsibility	Causation, Change, Connection	Form, Function, Perspective	Form, Change, Function	Perspective, Function	Form, Causation, Responsibility
PYP4	Function, Connection, Responsibility	Causation, Change, Perspective	Form, Perspective	Form, Function, Connection, Responsibility	Function, Causation, Responsibility	Causation, Connection, Responsibility
PYP5	Change, Responsibility, Perspective	Causation, Change, Connection	EXHIBITION	Form, Causation, Function	Function, Connection, Responsibility	Form, Connection, Responsibility