



EY 1	Who we are 2	Where we are in place and time	How we express ourselves 1	How the world works	How we organize ourselves 4	Sharing the planet 3
<b>New Theme Descriptors</b>	An inquiry into identity as individuals and as a part of a collective through <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>	-	An Inquiry into the diversity of voice, Perspectives and expressions through <ul style="list-style-type: none"> <li>Inspiration, imagination, creativity</li> <li>Personal, social and cultural modes and practices of communications</li> <li>Intentions, perceptions, interpretations and responses</li> </ul>	-	An inquiry into systems, structures and networks through <ul style="list-style-type: none"> <li>Interactions within and between social and ecological systems</li> <li>Approaches to livelihood and trade practices: intended and unintended consequences</li> <li>Representation, collaboration and decision making</li> </ul>	An inquiry into the interdependence of human and natural worlds through <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>
<b>Central Idea</b>	As we grow and change, we learn more about ourselves and the world around us		We use play to express our feelings and ideas		People play different roles in the community to which they belong	Humans & animals depend on each other for their needs
<b>Lines of Inquiry</b>  <b>An Inquiry into</b>	<ol style="list-style-type: none"> <li>Parts of our body.</li> <li>How we grow and change</li> <li>Using our senses to explore our surroundings</li> </ol>		<ol style="list-style-type: none"> <li>Different games and toys</li> <li>Communication through play</li> <li>Imaginative use of everyday material in play</li> </ol>		<ol style="list-style-type: none"> <li>Needs of the community</li> <li>Roles &amp; responsibilities of community helpers</li> <li>Our responsibility as members of a community</li> </ol>	<ol style="list-style-type: none"> <li>Different type of animals</li> <li>How animals &amp; humans help each other</li> <li>Our responsibility towards animals</li> </ol>



<b>Subject Focus</b>	Science, PSPE, Math, Language Arts Science Living things PSPE- Identity, Movement		SST, PSPE, Art, Language Arts, Math Art – Creating PSPE: Interactions, movement SST- Ways of Knowing knowing the system		Social studies, PSPE, LA, Math Social Studies- Ways of knowing the system  PSPE: Identity, Interaction Language Arts Math	Science, Social Studies, LA, Math  Living things Social Studies - Interconnected places, spaces and relationships  Language Arts - Stories, Vocabulary development  Math - Patterns
<b>Specified Concepts</b>	Form, Change, Function		Form, Perspective		Causation, Function, Responsibility	Form, Connection, Responsibility
<b>Additional Concepts</b>	Growth, Body form and growth Role		Fair play and safety, Imagination and creativity, Opinion		Role, Responsibility, Safety, Interdependence	Animal, Classification, Habitat, Interdependence
<b>Learner profile</b>	Inquirer, Thinker, Reflective		Risk Taker, Communicator, Open minded		Principled, Balanced	Inquirer, Caring, Knowledgeable





<p><b>ATL</b></p>	<p><u>Self-management Skills:</u> State of Mind- Be aware of body-mind connections</p> <p><u>Thinking skills-</u>Creative thinking- Generative novel ideas-Use discussions and diagrams to generate new ideas and inquiry</p>		<p><u>Social Skills:</u> Interpersonal Relationships- Practice empathy and care for others. Listen closely to others. Play cooperatively in a group. Be respectful to others. Help others.</p> <p><u>Communication skills</u></p> <p>Exchanging Information- Listening -Listen actively to others perspective and ideas</p>	<p><u>Social Skills:</u> International relationships, social and emotional intelligence Practice empathy and care for others. Listen closely to others. Be respectful to others. Help others. Thinking skills: Creative Thinking: Generating novel ideas: Use discussion and play to generate new ideas and investigation. Considering new perspective: Seek information</p>	<p><u>Research skills:</u> Information Literacy-Data gathering and recording Use all senses to find and notice relevant details. Record observations by drawing.</p> <p>Communication skills: Exchanging Information Listening- actively and respectfully to others ideas. Speaking - Participate in conversation. Express oneself using words</p>
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			<p>Listen actively and respectfully while others speak</p> <p>Speaking- Speak and express ideas clearly and logically in small and large groups</p>		<p>Ask “what if questions.</p> <p>Apply skills and knowledge in unfamiliar situations or outside of school.</p> <p>Make connections between units of inquiry.</p> <p><u>Communication skills</u> - Exchanging information - Listen to information. Listen actively and respectfully to others ideas.</p> <p>Interpreting - Interpret visual, audio and oral communication: recognizing and creating signs,</p> <p>Interpreting and using symbols and sounds.</p> <p>Express oneself using words and sentences.</p> <p>Participate in conversations.</p> <p>Take on pretend roles and situations.</p>	<p>and sentences.</p>
<b>Subject skills</b>	<p><b>PSPE</b> - Work towards achieving personal goals. Understand the factors that contribute to a healthy lifestyle.</p> <p><b>Science-</b></p>		<p><b>PSPE</b> -Use cooperative behaviors in order to function as part of a group or team</p>			<p><b>Science</b> *Observe carefully in order to gather data</p>



			<p>-Appreciate the interdependent relationships between humans Art- Express feelings, ideas, experiences, and beliefs in a variety of ways.</p> <p>-Improve coordination, flexibility, agility, strength and fine motor skills.</p>			<p>*Use scientific vocabulary to explain their observations and experiences</p> <p>*Identify or generate a question or problem to be explored</p> <p><b>Social Studies</b></p> <p>*Identify roles, rights and responsibilities in society</p>
SDG						 



EY 2	Who we are 1	Where we are in place and time	How we express ourselves 3	How the world works 4	How we organize ourselves	Sharing the planet 2
<b>New Theme Descriptors</b>	An inquiry into identity as individuals and as part of a collective through <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>	-	An inquiry into the diversity of voice, perspectives, and expression through <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social, and cultural notes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul>	An inquiry into the understandings of the world and phenomena through <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>	-	An inquiry into the interdependence of human and natural worlds through <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>
<b>Central Idea</b>	Maintaining relationships is an important life skill		People express their feelings through art	Our activities are usually connected to the Earth's natural cycle		Plants play an essential role in our lives
<b>Lines of Inquiry</b> <b>An Inquiry into</b>	<ol style="list-style-type: none"> <li>Importance of relationships</li> <li>Ways we can appreciate and maintain relationships</li> <li>Managing and Resolving conflicts</li> </ol>		<ol style="list-style-type: none"> <li>Different art forms</li> <li>Feelings and emotions that art evokes</li> <li>Appreciating creative art expression</li> </ol>	<ol style="list-style-type: none"> <li>Day and night cycle</li> <li>Different seasons around the world</li> <li>The actions people take in response to seasonal changes (food, clothes, sports, health etc.)</li> </ol>		<ol style="list-style-type: none"> <li>Types and characteristics of a plant</li> <li>Importance and uses of plants in our life</li> <li>Our responsibility towards plants</li> </ol>



<p><b>Subject Focus</b></p>	<p>Social Studies, Language Arts, PSPE, Math</p> <p>Social Studies- Ways of Knowing and the Systems Through Which We Learn Critical Global Citizenship and Cultures</p> <p>Interconnected Places, Spaces, and Relationships</p> <p>PSPE- Identity, Interaction and Well being</p> <p>Math - Counting family members, and friends, sorting different relationships like school, home, society ,etc</p> <p>Language Arts Vocabulary Development Read Aloud Books Songs and Rhymes</p>		<p>Arts, Language Arts, Math,PSPE, Science</p> <p>Art- Responding and Creating</p> <p>PSPE- Identity and Interaction</p> <p>Math-2 D shapes, Patterns</p> <p>Language Arts-Rhymes</p> <p>Storytelling with CVC Words</p> <p>Vocabulary Development</p> <p>Science- Physical and Chemical Sciences</p>	<p>Science, Social Studies, Math, Language Arts</p> <p>Science Living things, Earth &amp; Space</p> <p>Social Studies- Interconnected Places, Spaces, and Relationships Culture, Continuity, and Change for Reimagined Futures.</p> <p>Language Arts Vocabulary Development Read Aloud Books Songs and Rhymes</p>		<p>Science, Social Studies, LA, Math, Art, PSPE</p> <p>Science</p> <p>Living things</p> <p>Art- Creating and Responding</p> <p>PSPE- Well Being</p> <p>Language Arts Read aloud books</p>
<p><b>Specified Concepts</b></p>	<p>Perspective, Function, Causation</p>		<p>Form, Perspective</p>	<p>Causation, Change, Connection</p>		<p>Form, Function, Responsibility</p>
<p><b>Additional Concepts</b></p>	<p>Communication, Opinion, Relationships, Family, Conflict</p>		<p>Pattern, Role, Opinion, Communication, imagination, Performance</p>	<p>Cycle, Pattern, Impact, Season</p>		<p>Classification (types of plants), growth, plant, conservation Interdependence, Sustainability</p>







Learner profile	Open-minded, Balanced, Principled		Thinker, Risk taker, Communicator	Inquirers, Knowledgeable		Caring, Reflective
<b>ATL</b>	<p>Social Skills Interpersonal Relationships –</p> <ul style="list-style-type: none"> <li>Practice empathy and care for others.</li> <li>Listen closely to others.</li> <li>Be respectful to others.</li> </ul> <p>Play cooperatively in a group: sharing, taking turns.</p> <ul style="list-style-type: none"> <li>Help others.</li> </ul> <p>Social and Emotional Intelligence-</p> <ul style="list-style-type: none"> <li>Be aware of your own and others' feelings.</li> <li>Manage anger and resolve conflict.</li> <li>Be self- and socially aware.</li> <li>Be aware of own and others' impact as a member of a learning group.</li> </ul> <p>Self-Management Skills- Mindfulness</p> <ul style="list-style-type: none"> <li>Take responsibility for your own well-being.</li> </ul>		<p>Communication skills Exchanging Information- Listening, Interpreting and Speaking</p> <ul style="list-style-type: none"> <li>Listen to information.</li> <li>Listen Thinker, Risk taker, Communicator actively and respectfully to others' ideas.</li> <li>Ask for clarifications.</li> </ul> <p>Interpreting</p> <ul style="list-style-type: none"> <li>Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</li> <li>Recognize the meaning of kinesthetic Communication (body language).Speaking</li> <li>Express oneself using words and sentences.</li> <li>Participate in conversations.</li> <li>Negotiate ideas and knowledge with peers and adults.</li> </ul>	<p>Research Skills Information literacy Ask or express, through play, questions that can be researched.</p> <p>Data gathering and documenting (audio recording, drawing, photographing)</p> <ul style="list-style-type: none"> <li>Gather information from a variety of sources (people, places, materials, literature).</li> <li>Use all senses to observe and notice details.</li> <li>Record observations— drawing, charting, tallying—using emergent writing skills,</li> </ul> <p>Synthesizing and interpreting</p> <ul style="list-style-type: none"> <li>Sort and categorize information and materials;</li> </ul> <p>Evaluate and communicate</p> <ul style="list-style-type: none"> <li>Notice relationships</li> </ul>		<p>Research Skills Information Literacy- Formulating and Planning, Data Gathering and Recording, Synthesizing and Interpreting, Evaluating and Communicating</p> <p>Thinking skills Critical thinking Analyzing</p> <ul style="list-style-type: none"> <li>Observe carefully.</li> <li>Find unique characteristics.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>Organize information.</li> </ul> <p>Forming decisions</p> <ul style="list-style-type: none"> <li>Revise understandings based on new Information and evidence.</li> </ul> <p>Information transfer</p> <ul style="list-style-type: none"> <li>Apply skills and knowledge in unfamiliar situations or outside of school.</li> <li>Make connections</li> </ul>



	<p>Perseverance</p> <ul style="list-style-type: none"> <li>• Use strategies to problem-solve.</li> <li>• Manage your own emotions.</li> <li>• Manage feelings and resolve conflict.</li> </ul> <p>Resilience</p> <p>Show ability to adjust to new situations.</p>		<p>Thinking skills</p> <p>Critical thinking</p> <p>Analyzing</p> <ul style="list-style-type: none"> <li>• Observe carefully.</li> <li>• Find unique characteristics.</li> </ul> <p>Creative Thinking –</p> <p>Generating novel ideas</p> <ul style="list-style-type: none"> <li>• Use discussion and play to generate new ideas and investigations.</li> </ul> <p>Considering new perspectives</p> <ul style="list-style-type: none"> <li>• Seek information.</li> <li>• Ask “what if” questions.</li> <li>• Engage in “visible thinking” routines</li> </ul>	<p>and patterns.</p> <ul style="list-style-type: none"> <li>• Present information in a variety of modalities.</li> <li>• Acknowledge sources, for example, from a book, movie or peer.</li> </ul> <p>Communication skills:</p> <p>Exchanging information</p> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to information.</li> <li>• Listen actively and respectfully to others’ ideas.</li> <li>• Ask for clarifications</li> </ul> <p>Interpreting</p> <ul style="list-style-type: none"> <li>• Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Express oneself using words and sentences.</li> <li>• Participate in conversations.</li> <li>• Negotiate ideas and knowledge with peers and adults.</li> </ul>		<p>between units of inquiry.</p>
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				Symbolic exploration and expression: Take on pretend roles and situations. Understand symbols.		
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EY 3	Who we are 2	Where we are in place and time 4	How we express ourselves 1	How the world works 3	How we organize ourselves	Sharing the planet
<b>New Theme Descriptors</b>	An inquiry into identity as individuals and as part of a collective through <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>	An inquiry into histories and orientation in place, space, and time through <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>	An inquiry into the diversity of voice, perspectives, and expression through <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social, and cultural notes and practices of communication</li> </ul>	An inquiry into the understandings of the world and phenomena through <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>	-	-
<b>Central Idea</b>	A healthy lifestyle is important for our well-being	Homes around the world are influenced by various factors.  Various factors influence homes around the world	People recognize important events through celebrations and traditions	Our Solar System is a part of the large and complex universe.		
<b>Lines of Inquiry</b> <b>An Inquiry into</b>	<ol style="list-style-type: none"> <li>Daily habits and routines</li> <li>Role of a balanced diet</li> <li>How personal choices affect our health and well-being</li> </ol>	<ol style="list-style-type: none"> <li>Different types of homes</li> <li>Change in homes over time</li> <li>Ways homes meet our needs and wants</li> </ol>	<ol style="list-style-type: none"> <li>Types of celebration (personal, national, holidays, and global)</li> <li>Rituals and traditions are related to different celebrations (food, clothes, music, dance, rituals)</li> <li>Reasons and significance of the celebration</li> </ol>	<ol style="list-style-type: none"> <li>The different components of Solar System</li> <li>Understanding the relationship between the sun and the planets</li> <li>Different tools used to observe space</li> </ol>		



<b>Subject Focus</b>	<p><b>PSPE, Language Arts, Math</b></p> <p><b>Science-</b> Living thing Language Arts, Art</p> <p><b>PSPE-</b> Wellness and Movement</p> <p><b>Math</b></p> <p>Data Handling</p> <p>Fractions Pictograph Measurement- Currency</p>	<p><b>Social Studies, Science, Math Language Arts</b></p> <p>Social Studies- Continuity and change for reimagined futures</p> <p>Science -Living things</p> <p>Math- Shape and Space Measurements- hand span, foot span, and cubit (nonstandard measurements)</p> <p>Language Art</p>	<p><b>Social Studies, PSPE, Math Language Arts, Arts</b></p> <p>Social Studies- Critical global citizenship and culture</p> <p>PSPE- Identity, Interaction</p> <p>Arts Creating</p> <p>Math Data Handling</p> <p>Language Arts- Picture comprehension Show and Tell</p>	<p><b>Social Studies, Science, Math Language Arts</b></p> <p>Social Studies: continuity and change for reimagined future</p> <p>Science-Earth and Space</p> <p>Math-Ordinal Numbers Pattern and Function</p> <p>Language Art</p>		
<b>Specified Concepts</b>	<p>Connection, Function, Responsibility</p>	<p>Form, Change, Perspective</p>	<p>Form, Connection, Causation</p>	<p>Form, Function, Connection</p>		
<b>Additional Concepts</b>	<p>Balanced diet, healthy lifestyle, Goal setting,</p>	<p>Survival, Exploration, Opinion</p>	<p>Beliefs, Emotions, Diversity, Performance and Culture</p>	<p>Solar system, Environment, Exploration</p>		
<b>Learner profile</b>	<p>Balanced, Principled</p>	<p>Reflective, Communicator</p>	<p>Caring, Knowledgeable, Open-Minded</p>	<p>Thinker Risk Taker Inquirer</p>		



<b>ATL</b>	<b>Thinking Skills</b> Creative Thinking – <b>Generating novel ideas</b>  Use discussion and play to generate new ideas and investigations.  Make unexpected or unusual	<b>Research Skills</b> Information Literacy- <b>Formulating and planning-</b> Ask or express, through play, questions that can be researched. Select information sources and digital tools.  <b>Data gathering and</b>	<b>Social skills</b> <b>Interpersonal relationships</b>  Practice empathy and care for others.  Listen closely to others.  Be respectful to others. Play	<b>Thinking skills</b>  Critical Thinking- Analyzing and evaluating issues and ideas, and forming decisions  Creative Thinking – <b>Generating novel ideas</b>  Use discussion and play to		
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<p>connections between objects and/or ideas.</p> <p>Engage in “visible thinking” routines</p> <p><b>Considering new perspectives</b></p> <p>Seek information.</p> <p>Consider alternative solutions, including those that might be unlikely or impossible, in play and other situations.</p> <p>Ask “what if” questions.</p> <p>Reflection and Metacognition- Identify strengths and areas for improvement</p> <p>Reflect on their learning by asking questions such as the following.</p> <p>What did I learn today? What can I already do? What will I learn next?</p> <p><b>Self-Management Skills</b> Organization –<b>Managing time and tasks effectively</b> Choose and complete tasks</p>	<p><b>documenting</b> (audio recording, drawing, photographing)</p> <p>Gather information from a variety of sources (people, places, materials, literature).</p> <p>Use all senses to observe and notice details.</p> <p>Record observations— drawing, charting, tallying— using emergent writing skills, when possible, to write comments, annotate images, and so on.</p> <p><b>Synthesizing and interpreting</b></p> <p>Sort and categorize information and materials; arrange into forms or order, for example, with graphs, marks or symbols using emergent writing skills.</p> <p><b>Evaluate and communicate-</b> Present information in a variety of modalities. Acknowledge sources, for example, from a book, movie or peer.</p>	<p>cooperatively in a group: sharing, taking turns.</p> <p>Help others.</p> <p><b>Social and emotional intelligence</b></p> <p>Be aware of own and others’ feelings.</p> <p>Manage anger and resolve conflict.</p> <p>Be self- and socially aware.</p> <p>Be aware of own and others’ impact as a member of a learning group.</p> <p><b>Communication Skills</b></p> <p><b>Listening</b></p> <p>Listen to information.</p> <p>Listen actively and respectfully to others’ ideas.</p> <p>Ask for clarifications.</p> <p><b>Interpreting:</b> Interpret visual, audio and oral communication:</p>	<p>generate new ideas and investigations.</p> <p>Make unexpected or unusual connections between objects and/or ideas.</p> <p>Engage in “visible thinking” routines</p> <p><b>Considering new perspectives</b></p> <p>Seek information.</p> <p>Consider alternative solutions, including those that might be unlikely or impossible, in play and other situations.</p> <p>Ask “what if” questions.</p> <p>Reflection and Metacognition- Using thinking skills to reflect on the process of learning</p> <p><b>Research Skills</b></p> <p>Information Literacy- Formulating and Planning, Data Gathering and Recording, Synthesizing</p>		
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	independently. Follow the directions of others. Follow classroom routines. Share responsibility for decision-making.	<p><b>Social Skills</b> Interpersonal Relationships – Listen closely to others. Play cooperatively in a group: sharing, taking turns. Help others.</p>	<p>recognizing and creating signs, interpreting and using symbols and sounds.</p> <p>Understand the ways in which images and language interact to convey ideas.</p> <p>Recognize the meaning of kinaesthetic communication (body language).</p> <p><b>Speaking</b></p> <p>Express oneself using words and sentences.</p> <p>Participate in conversations.</p> <p>Negotiate ideas and knowledge with peers and adults.</p>	and Interpreting, Evaluating and Communicating		
<b>Subject skills</b>	<p><b>Social Studies –</b> Formulate and ask questions about the past, the future, places and society</p> <p><b>PSPE skills-</b> Develop and apply strategies to help manage situations of change and adversity, use</p>	<p><b>Social Studies</b> Use and analyze evidence from a variety of historical, geographical, and societal sources, orientate in relation to place and time</p>	<p><b>Social Studies -</b></p> <ul style="list-style-type: none"> <li>evidence from a variety of historical, geographical, and societal sources</li> <li>Orientation in relation to place and time</li> </ul> <p><b>PSPE skills-</b></p>	<p><b>Science</b> Observe carefully in order to gather data. use, a variety of instruments and tools to measure data accurately use scientific vocabulary to explain their observations and experiences, identify or</p>		



	cooperative behaviours in order to function as part of a group or team, reflect on interactions with other people, appreciate the interdependent relationships between humans			generate a question or problem to be explored, plan and carry out systematic investigations, manipulating variables as necessary, make and test predictions, interpret and evaluate data gathered in order to draw conclusions		
<b>SDG</b>						



PYP 1	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
<b>New Theme Descriptors</b>	<p>An inquiry into identity as individuals and as a 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>An inquiry into histories and orientation in place 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>An Inquiry into the diversity of voice, Perspectives and expressions 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>An inquiry into understanding of the world and the phenomena through</p> <ul style="list-style-type: none"> <li>Patterns, cycle, systems</li> <li>Diverse practices, methods and tools</li> <li>Discovery, design, innovation, possibilities and impacts</li> </ul>	<p>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 livelihood and trade practices: intended and unintended consequences</li> <li>Representation, collaboration and decision making</li> </ul>	<p>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>
<b>Central Idea</b>	<p>Different organs help in the growth and function of the human system</p>	<p>Learning about our family histories help us understand the relationship between the past and the present</p>	<p>Stories help us to imagine and express ourselves</p>	<p>All living things go through a process of change</p>	<p>People organize themselves to plan and carry out activities effectively</p>	<p>Water is a limited resource that needs to be conserved to sustain life.</p>
<b>Lines of Inquiry</b>	<ol style="list-style-type: none"> <li>Understanding the different organs of the system</li> <li>Functions of organs in a system</li> <li>Lifestyle choices influence personal well-being</li> </ol>	<ol style="list-style-type: none"> <li>Our family history</li> <li>Knowing our family traditions</li> <li>How our past helps us understand our present</li> </ol>	<ol style="list-style-type: none"> <li>Elements of a story</li> <li>Role of illustration in a story</li> <li>Conveying ideas and messages through stories</li> </ol>	<ol style="list-style-type: none"> <li>Characteristics of living things</li> <li>Developmental stages of living things</li> <li>Factors that can influence life cycles</li> </ol>	<ol style="list-style-type: none"> <li>Concept of self-organization</li> <li>Importance of organizational skills at school and home</li> <li>Ways of organizing our thoughts and time</li> </ol>	<ol style="list-style-type: none"> <li>Water as a limited resource</li> <li>Challenges related to water availability and usage</li> <li>Our responsibility as a global citizen to conserve water</li> </ol>








<b>Subject Focus</b>	<b>Science, PSPE</b>  <b>Science:</b> Living things <b>PSPE:</b> Wellness and Identity	<b>Social studies, PSPE</b> <b>Social Studies</b> -Critical global citizenship and culture  Ways of knowing and systems  <b>PSPE-</b> Identity Interaction	<b>LA, PSPE, Art</b>  <b>PSPE</b> -Interactions  <b>Art-</b> Creating Responding <b>LA -</b> Oral language Visual language	<b>Science</b> <b>Social studies</b> <b>PSPE</b> <b>Science:</b> Living Things  <b>Social studies</b> Ways of knowing and systems <b>PSPE</b> Wellness	<b>Social studies, PSPE, Drama</b>  <b>Social Studies-</b> Ways of knowing and systems  <b>PSPE-</b> Identity Movement <b>Drama-</b> Responding Creating	<b>Science, Social studies, PSPE</b>  <b>Science:</b> Earth and Space  <b>Social Studies:</b> Continuity and change for reimagined future  <b>PSPE:</b> Interactions
<b>Specified Concepts</b>	Form, Connection, Responsibility	Connection, Function	Form, Function, Perspective	Form, Change, and Connection	Form, Function, Responsibility	Causation, Perspective, Responsibility
<b>Additional Concepts</b>	Structure, Systems, well being, Choices, interdependence, Health	Culture, Relationship, Traditions, History, Interdependence	Role, opinion, collaboration, Expression, interpretation	Property, life cycle, growth, Survival, Interdependence, environment	Role, rules, Initiative, goal setting, growth	Impact, Cycle, Resources, Conservation, Uncertainty
<b>Learner profile</b>	Balanced, Inquirer	Thinker, Open-Minded	Communicator, Risk-Taker	Inquirer, Knowledgeable, Caring	Balanced, Reflective, Open Minded	Caring, Principled
<b>ATL</b>	<b>Self-management skills-</b>	<b>Communication skills-</b>	<b>Communication Skills</b>	<b>Research Skill</b>	<b>Self-management Skill</b>	<b>Thinking Skills</b>



<p><b>State of Mind:</b> <b>Mindfulness-</b> Be aware of body-mind connections</p> <p><b>Self-Motivation-</b>Practice e positive thinking and language that reinforces self-motivation</p> <p><b>Research skills-</b> <b>Formulating and Planning</b> Ask or design relevant questions</p> <p><b>Data gathering and recording</b> Gather and record information by noticing relevant details.</p> <p><b>Evaluating and communicating</b> Present information in a</p>	<p><b>Exchanging information</b> <b>Listening</b> - Listen actively and respectfully while others speak</p> <p><b>Speaking-</b>Speak and express ideas clearly and logically in small and large group</p> <p><b>Literacy-Reading-</b> Read a variety of sources for information.</p> <p><b>Thinking Skill-</b> <b>Critical Thinking-Evaluating-</b> Consider ideas from multiple perspectives</p> <p>Synthesize new understandings by finding unique characteristics</p>	<p><b>Exchanging information</b> -listening, interpreting, speaking Literacy- Reading/writing</p> <p><b>Social Skills-</b> <b>Interpersonal relationships-</b>Practice e empathy and care for others</p>	<p><b>Formulating and Planning</b> - Ask or design relevant questions</p> <p><b>Data gathering and recording-</b> Gather and record information by noticing relevant details.</p> <p><b>Synthesizing and Interpreting-</b> Sort, categorize, arrange the gathered information</p> <p><b>Media literacy -</b> Locate, organize, analyze, information from a variety of media sources.</p> <p><b>Thinking Skill</b> <b>Creative thinking -</b></p>	<p><b>Sub skill - Organization</b> (Managing time and tasks effectively)</p> <p><b>State of Mind</b> (Mindfulness and Emotional Management)</p> <p><b>Social Skill</b> <b>Interpersonal Relationships</b> Practice empathy and care for others.</p> <p>Take on a variety of roles in group learning.</p> <p><b>Social and emotional intelligence:</b> Be self and socially aware.</p>	<p><b>Sub-skills:</b> <b>Critical Thinking</b></p> <p><b>Analyzing</b> Observe carefully in order to recognize problems.</p> <p><b>Forming Decisions</b> Propose and evaluate a variety of solutions.</p> <p><b>Creative Thinking</b> Practice Visible Thinking Strategies and Techniques</p> <p><b>Information Transfer</b> Inquire in different contexts to gain different perspectives.</p> <p><b>Reflection and Metacognition</b></p>
<p>variety of formats and platforms</p>	<p>seeing relationships and connections</p>		<p>Use discussions and diagrams to generate new ideas and inquiries. Practice Visible Thinking Strategies and Techniques</p>		<p>Reflect back on their learning by asking questions.</p> <p><b>Social Skills</b></p>



				<p><b>Critical thinking</b> Synthesize new understandings by finding unique characteristics, seeing relationships and connections.</p> <p><b>Information transfer -</b> Make connections between units of inquiry and between subjects.</p>		<p><b>Sub-skill:</b> <b>Interpersonal relationships</b> Practice empathy and care for others</p> <p>Make fair and equitable decisions.</p>
SDG				 		









PYP 2	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
<b>New Theme Descriptors</b>	An inquiry into identity as individuals and as a part of a collective through <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>	An inquiry into histories and orientation in place and time through <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>	An inquiry into the diversity of voice, perspectives and expressions through <ul style="list-style-type: none"> <li>Inspiration, imagination, creativity</li> <li>Personal, social and cultural modes and practices of communications</li> <li>Intentions, perceptions, interpretations and responses</li> </ul>	An inquiry into understanding of the world and the phenomena through <ul style="list-style-type: none"> <li>Patterns, cycle, systems</li> <li>Diverse practices, methods and tools</li> <li>Discovery, design, innovation, possibilities and impacts</li> </ul>	An inquiry into systems, structures and networks through <ul style="list-style-type: none"> <li>Interactions within and between social and ecological systems</li> <li>Approaches to livelihood and trade practices: intended and unintended consequences</li> <li>Representation, collaboration and decision making</li> </ul>	An inquiry into the interdependence of human and natural worlds through <ul style="list-style-type: none"> <li>Rights, responsibility and dignity of all</li> <li>Pathways to just, peaceful and reimagined futures</li> <li>Nature, complexity coexistence and wisdom</li> </ul>
<b>Central Idea</b>	Understanding ourselves helps us to learn better and evolve	The Earth's physical features influence human interactions and settlements	We explore and express through the medium of Visual Art	Understanding the properties of air allows people to make practical applications	Transportation systems are organized to meet the changing needs of the community	Living things have certain requirements in order to grow and survive
<b>Lines of Inquiry</b>  <b>An inquiry into</b>	<ol style="list-style-type: none"> <li>Exploring personal characteristics, abilities and interests</li> <li>Awareness of ourselves in social situations</li> <li>Using self-awareness to set goals</li> </ol>	<ol style="list-style-type: none"> <li>Landforms and their characteristics</li> <li>The relationship between location and settlement</li> <li>Responsible human interaction on the physical environment</li> </ol>	<ol style="list-style-type: none"> <li>Elements of Visual Art</li> <li>Evolution of visual art over time and across cultures</li> <li>Finding and expressing the artist in me</li> </ol>	<ol style="list-style-type: none"> <li>Properties of air</li> <li>Different Practical applications of air</li> <li>The impact of our actions on air quality</li> </ol>	<ol style="list-style-type: none"> <li>Development of transportation system</li> <li>Purpose of different modes of transport</li> <li>Systems of transportation respond to changing needs</li> </ol>	<ol style="list-style-type: none"> <li>Classification of living organisms</li> <li>Living things respond to changing environmental conditions</li> <li>Our responsibility global citizens protect the habitat</li> </ol>



<b>Subject Focus</b>	<p><b>PSPE-</b> Identity, Interaction, Wellness</p> <p><b>Social Studies-</b> Critical global citizenship and culture</p> <p><b>Art (Drama)-</b></p>	<p><b>Science -</b> Living Things Earth and space</p> <p><b>Social Studies -</b> Interconnected places, spaces and relationships</p>	<p><b>Visual Arts -</b> Creating</p> <p>Responding</p> <p><b>Social studies -</b> Ways of knowing and systems</p>	<p><b>Science -</b> Physical and chemical science</p> <p><b>Social studies -</b> Ways of knowing and systems</p> <p><b>PSPE -</b> Wellness</p> <p><b>Music -</b>Creating</p>	<p><b>Social Studies -</b> Ways of knowing and systems</p> <p><b>Science -</b> Earth and space Physical and chemical science</p>	<p><b>Science -</b> Living things Earth and Space</p> <p><b>Social studies -</b> Interconnected places, spaces, relationships</p>
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<b>Specified Concepts</b>	Form Perspective	Form Connection Responsibility	Form Change Perspective	Function Causation Responsibility	Change Causation Connection	Form Change Responsibility
<b>Additional Concepts</b>	Relationship, Conflict, Wellbeing, behaviour, opinion	Adaptation, Geography, Tectonic plates, conservation, Structure	Techniques, creativity, elements, beliefs, Histories	Gases, role, impact, pollution, interdependence, Environment	Interdependence, system, transformation, Sustainability, Pollution	Classification, adaptation, similarities, Conservation,  Biodiversity



<b>Learner Profile Attributes</b>	Principled, Open-minded, Balanced	Knowledgeable Inquirer	Risk-taker Communicator	Principled Thinker	Inquirer Thinker	Caring Knowledgeable Reflective
<b>ATL</b>	<p><b>Social Skill:</b> Interpersonal relationships Social and emotional intelligence</p> <p><b>Self-management Skill:</b> Organization States of Mind</p>	<p><b>Research Skill:</b> Information literacy Media literacy Ethical use of media/information</p> <p><b>Thinking Skill:</b> Critical thinking</p> <p>Reflection and metacognition</p>	<p><b>Communication Skill:</b> Exchanging Information Literacy ICT</p> <p><b>Self-Management Skill:</b> Organization</p>	<p><b>Thinking Skill:</b> Creative thinking Critical thinking Information transfer Reflection and metacognition</p> <p><b>Research Skills:</b> Information Literacy Media literacy</p> <p><b>Social skills:</b></p>	<p><b>Research Skill:</b> Information literacy Media literacy</p> <p><b>Communication Skill:</b> Exchanging information Literacy ICT</p>	<p><b>Research Skill:</b> Information literacy Media literacy Ethical use of media/information</p> <p><b>Thinking Skill:</b> Creative thinking Critical thinking Information transfer Reflection and metacognition</p>
<b>SDG:</b>						 









PYP3	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
<b>New Theme Descriptors</b>	An inquiry into identity as individuals and as part of a collective through: <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>	An inquiry into histories and orientation in place, space, and time through: <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>	An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social, and cultural notes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul>	An inquiry into the understandings of the world and phenomena through: <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>	An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>interactions with 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>	An inquiry into the interdependence of human and natural worlds through: <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>
<b>Central Idea</b>	International Mindedness requires an understanding of different cultures	People expand their understanding of the world through exploration and discovery	Media informs, surrounds, and persuades us	Matter can take many different forms which can be changed to suit different purposes	Money facilitates exchange of goods and services to meet our day to day requirements.	Sustainability of resources is a shared responsibility
<b>Line of Inquiry</b>	<ol style="list-style-type: none"> <li>Concept of International Mindedness</li> <li>Creating a culture of international mindedness</li> <li>Developing and promoting International</li> </ol>	<ol style="list-style-type: none"> <li>The reasons for exploration</li> <li>The past, present and the future of exploration</li> <li>Impact of exploration on our lives</li> </ol>	<ol style="list-style-type: none"> <li>Types of Media</li> <li>Understanding the role of advertising in media</li> <li>Influence of media on our life</li> </ol>	<ol style="list-style-type: none"> <li>The states &amp; properties of matter</li> <li>Matter can undergo temporary or permanent changes</li> <li>Practical applications of changes in matter</li> </ol>	<ol style="list-style-type: none"> <li>Concept of money</li> <li>Money as a medium of exchange</li> <li>Using money wisely</li> </ol>	<ol style="list-style-type: none"> <li>Earth's resources and its uses</li> <li>Importance of sustaining Earth's resources</li> <li>Practices we adopt to protect Earth's resources</li> </ol>



	Mindedness					
<b>Specified Concepts</b>	Form, Connection, Responsibility	Causation, Change, Connection	Form, Function, Perspective	Form, Change, Function	Change, Function, Perspective	Form, Causation, Responsibility
<b>Subject Focus</b>	<p><b>Social studies</b> Ways of knowing and system Critical global citizenship and culture Interconnected places, spaces and relationships Continuity and change for reimagined futures</p> <p><b>Language arts</b> Oral language listening and speaking Viewing and presenting Writing language - reading Writing language - writing</p> <p><b>PSPE</b> Identity Interaction</p> <p><b>ART</b> <b>DRAMA</b> <b>ICT</b> <b>2L</b></p>	<p><b>Social studies</b> Ways of knowing and systems Continuity and change for reimagined futures Interconnected places, spaces and relationships</p> <p><b>PSPE</b> Identity Interactions</p>	<p><b>Social studies</b> Ways of knowing and systems Continuity and change for reimagined futures Interconnected places, spaces and relationships Critical global citizenship and culture</p> <p><b>Language Arts</b> Oral language listening and speaking Viewing and presenting Writing language - reading Writing language - writing</p> <p><b>Drama</b> Creating Responding</p> <p><b>Math</b> Data handling</p>	<p><b>Science</b> Physical and Chemical science</p> <p><b>Math</b> Measurement Data handling</p> <p><b>Language Arts</b> Writing</p>	<p><b>Social studies</b> Ways of knowing and systems</p> <p><b>Math</b> Number (Word Problems) Measurement (Currency)</p>	<p><b>Social studies</b> Interconnected places, spaces and relationships Continuity and change for reimagined futures</p> <p><b>Science</b> Living things Earth and space Physical and chemical science</p>
<b>Additional Concepts</b>	Belonging, empathy, identity, voice, citizenship	Collaboration, conflict, communication, heritage, exploration	Audience, bias, communication, perspective, purpose	Classification, data, experiment, sustainability, technology	Comparison, number, operation, value, fairness, livelihood	Balance, citizenship, environment, sustainability, interdependence
<b>Learner Profile:</b>	Knowledgeable, Inquirer, Risk taker	Thinker, Communicator, Reflective, Principled	Inquirer, Knowledgeable,	Balanced, Reflective, Thinker	Caring, Principled, Reflective, Risk taker	Open-minded, Caring, Balanced



<p><b>ATL</b></p>	<p><b>Communication skills</b> Exchanging Information- Listening, Interpreting and Speaking Literacy- Reading, writing and using language to gather and communicate information ICT- Communicating using technology to gather, investigate and share information</p> <p><b>Social skills</b> Interpersonal Relationships – Developing positive interpersonal relationships and collaboration</p> <p><b>Research skills</b> Information Literacy- Data Gathering and Recording, Synthesizing and Interpreting, Evaluating and Communicating</p>	<p><b>Research skills</b> Information Literacy- Formulating and Planning, Data Gathering and Recording, Synthesizing and Interpreting, Evaluating and Communicating</p> <p><b>Communication skills</b> Exchanging Information- Listening, Interpreting and Speaking Literacy- Reading, writing and using language to gather and communicate information ICT- Communicating using technology to gather, investigate and share information</p>	<p><b>Communication skills</b> Exchanging Information- Listening, Interpreting and Speaking Literacy- Reading, writing and using language to gather and communicate information ICT- Communicating using technology to gather, investigate and share information</p> <p><b>Thinking skills</b> Critical Thinking- Analyzing and evaluating issues and ideas, and forming decisions Creative Thinking – Generating novel ideas and considering new perspectives Reflection and Metacognition- Using thinking skills to reflect on the process of learning</p> <p><b>Social skills</b> Accepting responsibilities Respecting others</p>	<p><b>Thinking skills</b> Critical Thinking- Analyzing and evaluating issues and ideas, and forming decisions Creative Thinking – Generating novel ideas and considering new perspectives Reflection and Metacognition- Using thinking skills to reflect on the process of learning</p> <p><b>Research skills</b> Information Literacy- Formulating and Planning, Data Gathering and Recording, Synthesizing and Interpreting, Evaluating and Communicating</p> <p><b>Self-management skills</b> Informed choices</p>	<p><b>Thinking skills</b> Critical Thinking- Analyzing and evaluating issues and ideas, and forming decisions Creative Thinking – Generating novel ideas and considering new perspectives Reflection and Metacognition- Using thinking skills to reflect on the process of learning</p> <p><b>Social skills</b> Interpersonal Relationships – Developing positive interpersonal relationships and collaboration</p> <p><b>Self-management skills</b> informed choices</p>	<p><b>Research skills</b> Information Literacy- Formulating and Planning, Data Gathering and Recording, Synthesizing and Interpreting, Evaluating and Communicating</p> <p><b>Thinking skills</b> Critical Thinking- Analyzing and evaluating issues and ideas, and forming decisions Creative Thinking – Generating novel ideas and considering new perspectives Reflection and Metacognition- Using thinking skills to reflect on the process of learning</p> <p><b>Self-management skills</b> Organization – Managing time and tasks effectively. Delegate and share responsibility for decision making</p>
<p><b>SDG</b></p>						



# Symbiosis International School - Program of Inquiry 2025 - 2026



Primary Years Programme



PYP 4	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
<b>New Theme Descriptors</b>	<p>An inquiry into identity as individuals and as a 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>An inquiry into histories and orientation in place 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>An Inquiry into the diversity of voice, Perspectives and expressions through</p> <ul style="list-style-type: none"> <li>Inspiration, imagination, creativity</li> <li>Personal, social and cultural modes and practices of communications</li> <li>Intentions, perceptions, interpretations and responses</li> </ul>	<p>An inquiry into understanding of the world and the phenomena through</p> <ul style="list-style-type: none"> <li>Patterns, cycle, systems</li> <li>Diverse practices, methods and tools</li> <li>Discovery, design, innovation, possibilities and impacts</li> </ul>	<p>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 livelihood and trade practices: intended and unintended consequences</li> <li>Representation, collaboration and decision making</li> </ul>	<p>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>
<b>Central Idea</b>	<p>The human body has interconnected systems that function together to keep us healthy</p>	<p>Human migration is a response to challenges/risks and opportunities</p>	<p>We express our ideas and emotions through poetry</p>	<p>Humans apply scientific understanding of force and motion to make their lives easier.</p>	<p>Communities can create sustainable systems that meet their needs</p>	<p>Biodiversity relies on maintaining the interdependent balance of organisms within systems</p>
<b>Lines of Inquiry</b>  <b>An Inquiry into</b>	<ul style="list-style-type: none"> <li>Human body systems and its functions</li> <li>Interdependence of body systems</li> <li>Choices that impact these systems</li> </ul>	<ul style="list-style-type: none"> <li>Early human migrations</li> <li>Reasons why people continue to migrate today</li> <li>Ways we can act responsibly to support migrants in our communities</li> </ul>	<ul style="list-style-type: none"> <li>Forms of poetry and poetic elements</li> <li>Ways to express feelings and thoughts through poems</li> <li>Purpose and interpretation of poetry</li> </ul>	<ul style="list-style-type: none"> <li>Forces and motion around us</li> <li>Use of force and motion on simple machines</li> <li>Varying applications of simple machines in everyday problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Reasons people live in a community</li> <li>Systems for a sustainable community</li> <li>My responsibility for a sustainable community</li> </ul>	<ul style="list-style-type: none"> <li>Nature of biodiversity</li> <li>Interdependence of organisms within ecosystems and biomes</li> <li>Human interactions that affect the balance of an ecosystem</li> </ul>










Specified Concepts	Function, Connection Responsibility	Causation Change Responsibility	Form Perspective	Form Function Perspective	Function, Causation, Responsibility	Connection, Responsibility
<b>Subject Focus</b>	<b>Science:</b> Living things: <b>PSPE</b> Wellness, Movement <b>Math</b> <b>Arts-</b>	<b>Social Studies,</b> Ways of knowing and system Critical global citizenship and culture: Continuity and change for reimagined futures <b>Science</b> Earth and space <b>Math</b>	<b>Math,</b> Pattern and function: <b>LA,</b> Oral language-listening and speaking Visual language-viewing and presenting Written language—reading Written language—writing: <b>Social Studies</b> Critical global citizenship and culture	<b>Science</b> Earth and space : <b>LA</b> Visual language-viewing and presenting Written language— <b>Math:</b> Measurement <b>PSPE:</b> Movement	Social studies, Science, <b>Social Studies:</b> Ways of knowing and system: Critical global citizenship and culture: Continuity and change for reimagined futures: Interconnected places, spaces and relationships: <b>Science</b> Earth and space <b>Arts</b> <b>Math</b> <b>Language.</b>	<b>Science:</b> Living things Earth and space: <b>Social Studies:</b> Ways of knowing and systems Interconnected places, spaces and relationships Math Data handling
<b>Additional Concepts</b>	Human body, systems and interdependence lifestyle, health, wellbeing	Time, place livelihood, geography, resources Belonging, Inclusion	Purpose, interpretation, communication, expression, pattern	motion, equilibrium, forces of energy, technology, estimations	Sustainability, interdependence, community, conservation, systems, place	Ecosystems, environment, habitat, interaction, interdependence
<b>Learner profile</b>	Inquirer Knowledgeable Balanced	Open-minded Caring Communicator	Open-minded Reflective	Inquirer, Principled/ Knowledgeable	Caring, Balanced, Thinker	Reflective Caring Principled



# Symbiosis International School - Program of Inquiry 2025 - 2026



<p><b>ATL</b></p>	<p><b>Self-management skills</b> - Goal setting, Resilience, Self - motivation</p> <p><b>Research skills</b> - Formulating data, Data gathering, Synthesizing and interpreting, Ethical use and reliability of sources</p>	<p><b>Communication skills</b> - Speaking, Listening and Interpreting Social Skills - interpersonal relationships</p> <p><b>Thinking skills</b> - Considering new perspectives, Metacognition</p>	<p><b>Communication skills</b> - Writing, Speaking, Reading and interpreting</p> <p><b>Thinking skills</b> Generating novel ideas, Information transfer</p>	<p><b>Thinking skills</b> - Critical and creative, generating novel ideas, information transfer</p> <p><b>Research skills</b> - Formulating data, data gathering and recording, Synthesizing and interpreting, Evaluating and communicating</p>	<p><b>Self-management skills</b> - Time management, Self-motivation</p> <p><b>Social Skills</b>- Interpersonal relationships,</p>	<p><b>Thinking skills</b> - Analysis, evaluation</p> <p><b>Research skills</b> - Formulating data, Data gathering Ethical use and reliability of sources</p>
<p><b>SDG</b></p>		<p>1,2,3,4,5,8,9,10,11,17,</p> <p><b>Grouping</b> students keeping in mind the causes of migration and connect with SDG</p>	<p><b>Poetry with a cause connecting to SDG</b></p> 			  



PYP 5	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
<p><b>New Theme Descriptors</b></p>	<p>An inquiry into identity as individuals and as a 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>An inquiry into histories and orientation in place 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>An Inquiry into the diversity of voice, Perspectives and expressions through</p> <ul style="list-style-type: none"> <li>• Inspiration, imagination, creativity</li> <li>• Personal, social and cultural modes and practices of communications</li> <li>• Intentions, perceptions, interpretations and responses</li> </ul>	<p>An inquiry into understanding of the world and the phenomena through</p> <ul style="list-style-type: none"> <li>• Patterns, cycle, systems</li> <li>• Diverse practices, methods and tools</li> <li>• Discovery, design, innovation, possibilities and impacts</li> </ul>	<p>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 livelihood and trade practices: intended and unintended consequences</li> <li>• Representation, collaboration and decision making</li> </ul>	<p>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>
<p><b>Central Idea</b></p>	<p>The choices people make affect their health and wellbeing.</p>	<p><b>EXHIBITION (25-26)</b></p>	<p>Responsible actors express themselves creatively using different theatrical styles</p>	<p>Space exploration helps us understand our universe and our place within it.</p>	<p>A marketplace is a system of exchange that serves the needs of a community.</p>	<p>The responsible and efficient use of energy promotes a sustainable and interconnected world</p>



<p><b>Lines of Inquiry</b></p> <p><b>An Inquiry into:</b></p>	<ol style="list-style-type: none"> <li>1) Understanding of Personal well-being (physical, emotional, social, and spiritual)</li> <li>2) Factors that contribute to well-being</li> <li>3) Choices that encourage growth mindset</li> </ol>		<ol style="list-style-type: none"> <li>1) *Different forms of theater</li> <li>2) *Understand the role as a theater artist</li> <li>3) *Create and perform a play</li> </ol>	<ol style="list-style-type: none"> <li>1)The reasons for exploring space</li> <li>2)Different viewpoints about space exploration</li> <li>3)Discoveries from space affect our understanding of Earth</li> </ol>	<ol style="list-style-type: none"> <li>1) Distribution of goods and services</li> <li>2) Types of markets around the World</li> <li>3) Responsibilities of producers and consumers</li> </ol>	<ol style="list-style-type: none"> <li>1) Different forms of energy</li> <li>2) The impact of energy choices on the environment</li> <li>3) The importance of sustainable energy practices for preserving the planet</li> </ol>
<p><b>Subject Focus</b></p>	<p><b>PSPE-</b> Identity, Wellness, Interaction</p> <p><b>LA-</b> Visual Language, Written language Reading</p>		<p><b>Arts:</b> Responding Creating</p>	<p><b>Science Strands:</b> Earth and space</p> <p><b>Social Studies Strands:</b> Continuity and change for reimagined future</p> <p><b>Math Strands:</b> Pattern and Function, Measurement</p>	<p><b>Social studies strand(s):</b> Ways of knowing and systems, Critical global citizenship and culture</p> <p><b>LA Strands:</b> Written language- writing, Reading</p> <p><b>Math Strands:</b> Data Handling, Measurement</p>	<p><b>Science Strands:</b> Living Things Earth and space</p> <p><b>Social Studies:</b> Interconnected places, spaces and relationships</p> <p><b>LA Strand:</b> Visual Language-viewing and presenting, Oral language- Listening and speaking</p> <p><b>Math Strand:</b> Data Handling</p>
<p><b>Specified Concepts</b></p>	<p>Causation, Change</p>		<p>Form, Function, Perspective</p>	<p>Causation, perspective, Connection</p>	<p>Function, Responsibility</p>	<p>Form, Connection, Responsibility</p>



<b>Additional Concepts</b>	Growth, Wellbeing, health Conflict, Multimodal		Movement, Performance, Roles, Themes	Space, Gravity, System, exploration, pattern	System, interdependence, community, formula, information	Renewable and non-renewable energy sources, Sustainability, Conservation, Transformation, Communication
<b>Learner profile</b>	Reflective, Balanced		Communicator, Risk taker, Open Minded	Inquirer, Risktaker	Communicator, Thinker	Inquirer, Principled, Caring
<b>ATL</b>	<p><b>Self-Management Skills:</b></p> <p><b>Organization-</b> Managing Self &amp; Time management</p> <p><b>States of Mind-</b> Mindfulness, Emotional Management, Perseverance</p> <p><b>Social Skills:</b>  <b>Intrapersonal:</b> Self Control  <b>Interpersonal:</b> Resolving Conflict</p>		<p><b>Communication Skill:</b> Exchange information; literacy</p> <p><b>Self-Management Skills:</b> Organization; State of mind</p>	<p><b>Research Skills-</b> Information Literacy, Media Literacy</p> <p><b>Thinking Skills-</b> Creative, Critical</p>	<p><b>Research Skills:</b> Information Literacy, Ethical use of media /information</p> <p><b>Communication Skills:</b> Literacy: Reading, Writing</p>	<p><b>Thinking skills:</b> Critical thinking - Analysis, Information transfer, reflection</p> <p><b>Communication Skills:</b></p> <p><b>Exchanging information-</b>Listening interpreting speaking;</p> <p><b>Literacy-</b> reading and writing</p>



					places and society, use and analyze evidence from a variety of historical, geographical and societal sources, identify roles, rights and responsibilities in society assess the accuracy, validity and possible bias of sources	<p>Observe carefully in order to gather data, use scientific vocabulary to explain them observations and, experiences Identify or generate a question or problem to be explored interpret and evaluate data gathered in order to draw conclusions</p> <p><b>Social Studies: Resources and Environment</b></p> <p>Formulate and ask questions about the past, the future, places and society, identify roles, rights and responsibilities in society</p>
SDG					 	