

### Reception

	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>Transdisciplinary Theme</b>	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.	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.	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.	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.	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.	An inquiry into 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.
<b>Central idea</b>	Understanding that we are all unique and yet the same in many ways.	Homes, around the world, are determined by human need and desire.	Through team creativity cooperation is essential to achieve common goals.	Living things have specific needs in order to grow and stay healthy.		
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>Interacting with different people from ourselves</li> <li>Communicating and exploring through story, song, counting and crafts</li> <li>Coping with change</li> <li>Being unique</li> <li>I am unique</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of local area</li> <li>Communicating and exploring through stories</li> <li>Discussion and communication to explore differences and similarities</li> <li>My personal experience – moving, journeys, etc</li> </ul>	<ul style="list-style-type: none"> <li>Everyone has a voice (Making my voice heard)</li> <li>Everyone has feelings (Respecting other voices)</li> <li>Everyone has imagination (Expressing my creativity)</li> </ul>	<ul style="list-style-type: none"> <li>The interdependency of plants, flowers and animals. (Causation)</li> <li>The growth, cycles and transformations of living things.(Change)</li> </ul>		
<b>Subject focus</b>	English	English, Social Studies	English, Social Studies, Personal and Social Education, Visual Arts, Dance, Drama, Music	English, Science, Visual Arts, Drama		
<b>Key concepts</b>	Function, Connection, Responsibility, Reflection	Causation, Change, Connection	Function, Connection, Reflection	Form, Causation, Change		
<b>Related concepts</b>	Students will complete various writing and visual worksheets to show their understanding of how their	English- Through practical worksheets, literature, writing diaries and role play		English- Literature, writing diaries, role play Science- experimentation, observation, recording		

**Who we are**

bodies and minds are unique, how they express themselves through emotions, how to maintain relationships and know that these elements are ongoing in their lives.

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**Where we are in place and time**

Visual Arts- paintings, exploring artists and craft activities  
 Drama- Little Red Riding Hood (linked to outdoor activities)  
 Social Studies- Looking at maps, integrated ICT workshops, discussing journeys and holidays as well as how homes have evolved from the cavemen to modern times.

English- Literature, writing diaries and role play  
 Visual Arts- paintings, exploring artists and craft activities  
 Drama- Little Red Riding Hood (linked to outdoor activities)  
 Social Studies- Looking at maps, integrated ICT workshops, discussing journeys and holidays as well as how homes have evolved from the cavemen to modern times.

English- Literature, writing diaries and role play  
 Visual Arts- paintings, exploring artists and craft activities  
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**How we express ourselves****How the world works**

results, altering the conditions, predictions

Visual Arts- paintings, exploring artists, craft activities

Drama- Assembly, The Hungry Caterpillar

English- Literature, writing diaries, role play

Science- experimentation, observation, recording results, altering the conditions, predictions

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Science- experimentation, observation, recording results, altering the conditions, predictions

Visual Arts- paintings, exploring artists, craft activities

Drama- Assembly, The Hungry Caterpillar

**How we organize ourselves****Sharing the planet**

	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>Learning experiences</b>	<p><b>Learner Profile Items:</b> Communicators, Principled, Caring, Balanced, Reflective</p> <p><b>Attitudes:</b> Empathy, Integrity, Respect, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions, Observing</p> <p><b>Self-management Skills:</b> Organization, Time Management, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension</p> <p><b>Social Skills:</b> Respecting Others, Cooperating, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Non-verbal, Viewing</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators, Open-minded, Reflective</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Safety, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Evaluation</p> <p><b>Social Skills:</b> Respecting Others, Cooperating, Group Decision Making</p> <p><b>Communication Skills:</b> Listening, Speaking, Non-verbal</p>	<p><b>Learner Profile Items:</b> Communicators, Risk-takers (Courageous), Reflective</p> <p><b>Attitudes:</b> Cooperation, Empathy, Creativity, Enthusiasm, Confidence</p> <p><b>Self-management Skills:</b> Spatial Awareness</p> <p><b>Social Skills:</b> Respecting Others, Cooperating, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Non-verbal, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Collecting Data, Recording Data, Interpreting Data</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Evaluation</p>		

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>Transdisciplinary Theme</b>	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.	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.	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.	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.	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.	An inquiry into 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.
<b>Central idea</b>	The choices people make can have an impact on their health.	Discoveries about the past help identify change over time.	Expression of language connects us with others.	Materials behave and interact in certain ways, which determine how people use them. Summative assessment task(s):	The evolutions in travel and transportation over time have allowed humans to become more interconnected.	Understanding the positive and negative effect of travel on the planet and communities.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• What it means to have a balanced diet.</li> <li>• How the choices we make affect our health</li> <li>• Different sources of information that help us to make choices.</li> </ul>	<ul style="list-style-type: none"> <li>• the ways to investigate the past.</li> <li>• fossils contribute to our understanding of the past</li> <li>• changes in the environment can cause extinction.</li> </ul>	<ul style="list-style-type: none"> <li>• how to communicate to different audiences</li> <li>• communicating our emotions and feelings with our voices</li> <li>• why do people use drama and singing to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>• How do materials behave in different weather conditions?</li> <li>• How do the properties of materials change under different conditions?</li> <li>• How can materials be manipulated for new purposes?</li> <li>• How can we use these materials to create art?</li> </ul>	<ul style="list-style-type: none"> <li>• features of transportation systems</li> <li>• Decisions involved in using transportation</li> <li>• How systems of transportation have responded to changing needs</li> </ul>	<ul style="list-style-type: none"> <li>• Who does the planet belong to?</li> <li>• Choices and decisions involved in making a journey.</li> <li>• The effects on locations due to the impact of visiting people.</li> </ul>
<b>Subject focus</b>	Social Studies, Science, Visual Arts	Social Studies, Science, Visual Arts	English, Dance, Drama, Music	English, Mathematics, Science, Visual Arts	Social Studies, Personal and Social Education, Visual Arts	English, Mathematics, Social Studies, Personal and Social Education, Visual Arts, Drama
<b>Key concepts</b>	Causation, Responsibility, Reflection	Form, Change, Reflection	Function, Connection, Perspective	Function, Causation, Change	Form, Function, Change	Causation, Change, Connection
<b>Related concepts</b>			voice interpretation			

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

knowing and controlling our voice helps us to enrich our interpretation

Learning experiences

**Learner Profile Items:** Principled, Open-minded, Balanced
**Attitudes:** Empathy, Commitment, Respect
**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research
**Self-management Skills:** Gross Motor, Fine Motor, Organization, Time Management, Safety, Healthy Lifestyles, Informed Choices
**Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles

**Learner Profile Items:** Inquirers, Knowledgeable, Thinkers
**Attitudes:** Appreciation, Enthusiasm, Curiosity
**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research
**Self-management Skills:** Gross Motor, Fine Motor
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition

**Learner Profile Items:** Communicators, Risk-takers (Courageous), Reflective
**Attitudes:** Cooperation, Creativity, Confidence
**Self-management Skills:** Gross Motor, Spatial Awareness, Organization, Codes of Behaviour
**Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Group Decision Making, Adopting a Variety of Group Roles
**Communication Skills:** Listening, Speaking, Writing, Presenting

**Learner Profile Items:** Inquirers, Knowledgeable, Risk-takers (Courageous)
**Attitudes:** Respect, Curiosity, Independence
**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition
**Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles
**Communication Skills:** Speaking, Viewing

**Learner Profile Items:** Inquirers, Thinkers, Communicators
**Attitudes:** Cooperation, Creativity, Respect
**Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research
**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition
**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

**Learner Profile Items:** Inquirers, Knowledgeable, Thinkers, Communicators, Caring
**Attitudes:** Appreciation, Cooperation, Enthusiasm, Respect
**Research Skills:** Collecting Data
**Self-management Skills:** Codes of Behaviour, Informed Choices
**Thinking Skills:** Analysis
**Social Skills:** Accepting Responsibility, Respecting Others
**Communication Skills:** Listening, Speaking, Writing

PYP 2

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<b>Transdisciplinary Theme</b>	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.	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.	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.	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.	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.	An inquiry into 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.
<b>Central idea</b>	Awareness of human characteristics, abilities and interests informs learning and development	Toys are designed for people to enjoy, learn new skills and exercise our bodies and imaginations	Our voice is an important form of expression to communicate different ideas, emotions and feelings	The senses help living things to respond to the world around them	People create organisations to solve problems and support human endeavour and enterprise.	Water is essential to life, and is a limited resource for many people
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>Physical, social and emotional characteristics</li> <li>Similarities and differences between ourselves and others</li> <li>Personal abilities and interests</li> </ul>	<ul style="list-style-type: none"> <li>How have toys changed over time?</li> <li>How can we group materials?</li> <li>How do things move?</li> <li>How are toys designed?</li> </ul>	<ul style="list-style-type: none"> <li>How can we communicate to different audiences</li> <li>How can emotions and feelings be communicated through performance?</li> <li>What is the connection between the audience and the performer?</li> </ul>	<ul style="list-style-type: none"> <li>The structure of our sense organs</li> <li>How our senses are connected</li> <li>How our senses are important to our memory and emotions</li> </ul>	<ul style="list-style-type: none"> <li>Purpose of organisations</li> <li>Why people join organisations</li> <li>How are problems solved for communities and individuals by organisations</li> <li>Who works in the school and what do they do?</li> <li>How do jobs and workers solve problems for the community?</li> <li>What choices and actions can you take so that you can achieve your goal?</li> </ul>	<ul style="list-style-type: none"> <li>Sources of water and how water is used</li> <li>What happens to water after we have used it</li> <li>Distribution and availability of usable water</li> <li>Responsibilities regarding water</li> </ul>
<b>Subject focus</b>	Mathematics, Social Studies, Science, Visual Arts	Social Studies, Science, Visual Arts	Drama, Music	English, Science, Personal and Social Education	Social Studies	Social Studies, Science
<b>Key concepts</b>	Form, Perspective, Reflection	Form, Function, Change	Perspective, Reflection	Form, Causation, Reflection	Function, Connection, Responsibility	Causation, Connection, Responsibility
<b>Related concepts</b>	In Mathematics (Data handling) we will look at similarities and differences.	In social studies we will find out about how toys have changed over time and	In drama we will communicate our ideas and emotions to an audience.	In English we will use our communication skills to tell people about what we have learnt.	In social studies we will investigate the different jobs people do and why they do them, behaviour,	Social Studies - consequences, systems, impact, relationships

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<p>In social studies we will look at similarities and differences.</p> <p>In Visual Arts we will look at properties and structure.</p> <p>In Social Studies: Beliefs, Opinion</p> <p>Mathematics: Interpretation</p>	<p>different toys around the world.</p> <p>In science we will explore the materials used to make different toys and design an experiment to find the best materials for making specific toys.</p> <p>In visual arts we will use a painting to stimulate our own creativity and as a discussion point for our entry into the topic.</p>	<p>In music we will study how instruments can be used to create sound effects that enhance performance and convey emotions.</p> <p>In singing we will study pitch, dynamics and tempo.</p>	<p>In science we will conduct experiments to explore the senses and record our findings in different ways.</p> <p>In PE we will use our bodies to find out about the world around us.</p>	<p>communication, roles, interdependence, relationships. Rights, citizenship.</p>	<p>Science- water cycle, water filtration</p>	
<p><b>Learning experiences</b></p>	<p><b>Learner Profile Items:</b> Communicators, Open-minded, Caring  <b>Attitudes:</b> Empathy, Respect, Tolerance  <b>Research Skills:</b> Collecting Data  <b>Self-management Skills:</b> Codes of Behaviour  <b>Social Skills:</b> Respecting Others  <b>Communication Skills:</b> Listening, Speaking</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Communicators, Reflective  <b>Attitudes:</b> Cooperation, Creativity  <b>Research Skills:</b> Formulating Questions, Planning, Collecting Data, Recording Data, Interpreting Data  <b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Synthesis, Evaluation  <b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Communicators, Risk-takers (Courageous), Reflective  <b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management  <b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Group Decision Making  <b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Communicators, Reflective  <b>Attitudes:</b> Cooperation, Empathy, Curiosity  <b>Research Skills:</b> Observing, Recording Data  <b>Self-management Skills:</b> Spatial Awareness, Safety  <b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension  <b>Social Skills:</b> Group Decision Making  <b>Communication Skills:</b> Listening, Speaking, Presenting</p>	<p><b>Learner Profile Items:</b> Principled, Reflective  <b>Attitudes:</b> Appreciation, Empathy, Respect  <b>Research Skills:</b> Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research  <b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Analysis, Evaluation  <b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Presenting</p>	<p><b>Learner Profile Items:</b> Thinkers, Communicators, Principled  <b>Attitudes:</b> Appreciation, Empathy, Respect  <b>Research Skills:</b> Observing, Collecting Data, Recording Data, Interpreting Data, Presenting Research  <b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Evaluation  <b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Group Decision Making, Adopting a Variety of Group Roles  <b>Communication Skills:</b> Listening, Speaking, Writing, Viewing, Presenting</p>

PYP 3

	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>Transdisciplinary Theme</b>	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.	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.	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.	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.	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.	An inquiry into 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.
<b>Central idea</b>	The way we ‘choose’ to live our lives has an impact on our health.	One person, through their ideas, beliefs and actions, can make a difference.	Viewing and talking about presentations helps people to understand their own interpretation of stories and performances.	Human survival is connected to understanding the continually changing nature of the earth.	There are similarities regardless of where we live and differences because of where we live.	A habitat is affected by human influence.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• How organs work within an organ system (respiratory, circulatory, skeletal and muscular, digestive) and what we do/do not do to affect their health and function.</li> <li>• What effect exercise has on our bodies and ultimately our health and chance of survival.</li> <li>• How our health has changed over time and how it is different in other places of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• An inquiry into the impact individuals (Artists, Musicians, historical figures and human rights activists) have had on the way our society has evolved</li> <li>• An inquiry into the rights and responsibilities of society and how individuals made a difference.</li> </ul>	<ul style="list-style-type: none"> <li>• How to communicate ideas, feelings and experiences through drama, dance and song</li> <li>• How can performance be improved through constructive criticism and how should this be communicated</li> </ul>	<ul style="list-style-type: none"> <li>• How do volcanoes affect the people who live near them?</li> <li>• How long has the earth existed and how was it formed? - Use the English unit 'Pebble in My Pocket' to support this work.</li> <li>• An inquiry to find out how the earth is constructed and how volcanoes are formed.</li> <li>• Find out how volcanoes erupt.</li> <li>• An inquiry into the location of volcanoes in the world.</li> <li>• What amazing facts are there about volcanoes?</li> </ul>	<ul style="list-style-type: none"> <li>• What is life like in your host country (Norway) and your home country? Compare the differences and similarities.</li> <li>• An inquiry into the geographical location of the home countries of children in the class.</li> <li>• An inquiry into the different celebrations and festivals in your home and host country.</li> <li>• An inquiry into the similarities and differences of family life in the host country and your home country</li> <li>• An inquiry into foods from different countries and why there are differences in ingredients and dishes.</li> <li>• Using knowledge and understanding from the other lines of inquiry, what other countries would you like to find out about?</li> </ul>	<ul style="list-style-type: none"> <li>• Features of ecosystems</li> <li>• Food webs</li> <li>• Effect of natural and human influences on ecosystems</li> <li>• How human impact the environment in positive/negative ways</li> <li>• Our responsibilities towards keeping animals from extinction</li> </ul>

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					• An inquiry into what school is like in different places around the world	
<b>Subject focus</b>	Social Studies, Science	Social Studies, Visual Arts, Music	English, Social Studies, Dance, Drama, Music	Social Studies, Science	English, Social Studies	Social Studies, Science
<b>Key concepts</b>	Function, Connection, Responsibility	Causation, Change, Connection	Function, Connection, Perspective, Reflection	Form, Causation	Change, Perspective	Change, Connection, Responsibility
<b>Related concepts</b>	<p>Demonstration of the role of organs and organ systems in the body and their function (purpose). Investigate how the heart behaves before, during and after exercise.</p> <p>Understand that factors such as good diet, clean water and preventing disease (immunisations) maintain good health. Factors affecting good health is affected by environment - culture, access to food, access to clean water, diseases and access to medical care.</p> <p>Understand how individuals have to take responsibility for their own health. Understand how they can guide and help others make healthy choices. Understand the factors contributing to poor health in poor areas of the world and have knowledge about the impact they can have on changing this (charity).</p>			<p>Properties of rocks - Understand that there are 3 different rock types and their formation determines physical appearance and properties.</p> <p>Structure of the earth - understand how the earth has formed and changed over time</p> <p>Structure of a volcano - Where and how are volcanoes formed</p> <p>Consequences - What do the children think the effects to the environment and the people living near to a volcano would be?</p>	<p>Write letters to students at other schools. Report about school life, family life, hobbies, food, celebrations and festivals.</p> <p>Report writing : work on presentations, using the information that they have found through their research</p> <p>Social Studies: locate on a globe or map his or her place in the world, and its relationship to various other places; use a variety of resources and tools to gather and process information about various regions and different ways of representing the world; explain how people's perceptions and representations of place have changed over time; explore the evidence that helps people learn about places and their inhabitants</p>	
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Knowledgeable, Caring, Balanced <b>Attitudes:</b> Integrity, Commitment, Independence	<b>Learner Profile Items:</b> Communicators, Principled <b>Attitudes:</b> Creativity, Enthusiasm, Tolerance	<b>Learner Profile Items:</b> Communicators, Risk-takers (Courageous), Reflective	<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators, Risk-takers (Courageous)	<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Open-minded, Balanced <b>Attitudes:</b> Empathy, Respect, Curiosity, Tolerance	<b>Learner Profile Items:</b> Caring, Balanced <b>Attitudes:</b> Empathy, Respect <b>Research Skills:</b> Formulating Questions,

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<p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Safety, Healthy Lifestyles, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Analysis, Synthesis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Cooperating, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Research Skills:</b> Formulating Questions, Planning, Collecting Data, Recording Data, Organizing Data, Presenting Research</p> <p><b>Self-management Skills:</b> Fine Motor, Time Management, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Evaluation</p> <p><b>Social Skills:</b> Respecting Others, Cooperating, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Viewing, Presenting</p>	<p><b>Self-management Skills:</b> Gross Motor, Spatial Awareness, Organization</p> <p><b>Social Skills:</b> Cooperating, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Non-verbal</p>	<p><b>Attitudes:</b> Appreciation, Cooperation, Creativity, Curiosity, Independence</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Fine Motor, Organization, Time Management, Safety, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Synthesis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Cooperating, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Fine Motor, Spatial Awareness, Organization, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition</p> <p><b>Social Skills:</b> Respecting Others, Cooperating</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Observing, Presenting Research</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge</p> <p><b>Social Skills:</b> Accepting Responsibility, Resolving Conflict</p> <p><b>Communication Skills:</b> Listening, Speaking, Presenting</p>
<p><b>Transdisciplinary Theme</b></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>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>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.</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 on the environment.</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>An inquiry into 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.</p>
<p><b>Central idea</b></p>	<p>New information can help us to understand more about a topic</p>				
<p><b>Lines of inquiry</b></p>					

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

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**Subject  
focus**      Research and Library

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**Key  
concepts**

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**Related  
concepts**

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**Learning  
experiences**

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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>Transdisciplinary Theme</b>	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.	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.	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.	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.	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.	An inquiry into 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.
<b>Central idea</b>	Understanding that the age of a person is something to be respected and celebrated	Treasure connects us through time and place.	Through the creative process problems can be solved by individuals and by working collaboratively.	Understanding how the properties of forces and energy allows people to make practical applications and their impacts on society.	Air travel has reduced the size of the planet and changed how society interacts.	Rainforests continually have an effect on the rest of the planets ecological systems.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• People change over time;</li> <li>• Meeting the needs of a baby and an elderly person; how? where? what?</li> <li>• Advantages/ disadvantages of retirement;</li> <li>• “Coming of age” celebrations;</li> <li>• Keeping fit as an elderly person;</li> <li>• Comparing fitness levels with children of the past</li> </ul>	<ul style="list-style-type: none"> <li>• Key concepts - Causation, Responsibility and connection</li> <li>• Related concepts – change, perspective and reflection</li> <li>• Treasure is found all over the world.</li> <li>• Different societies have different definitions on treasure.</li> <li>• Different times in history have provided society with different treasures.</li> <li>• Treasures affect society in different ways both positively and negatively.</li> <li>• The finding and categorizing of treasure has changed.</li> </ul>	<ul style="list-style-type: none"> <li>• • How to communicate ideas, feelings and experiences through drama and song</li> <li>• • How can performance be improved through constructive criticism and how should this be communicated</li> <li>• • How can a performance be created collaboratively?</li> </ul>	<ul style="list-style-type: none"> <li>• Inventions have changed over time.</li> <li>• Inventions are created out of need.</li> <li>• How are current inventions developed?</li> <li>• Location affects the number of and type of inventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Air travel has changed over time.</li> <li>• All countries are accessible by air travel.</li> <li>• Air travel is the quickest form of travel.</li> <li>• Air travel has required the introduction of identification and security.</li> <li>• Air travel has encouraged the concept of international mindedness.</li> </ul>	<ul style="list-style-type: none"> <li>• The life of the rainforest continually changes.</li> <li>• What happens in the rainforest effects various ecological systems.</li> <li>• Rainforests are known as the lungs of the world.</li> <li>• Ecological systems creates balance in all life.</li> </ul>
<b>Subject focus</b>	English, Social Studies, Science, Personal and Social Education, Visual Arts	English, Social Studies, Science	English, Dance, Drama, Music	Mathematics, Social Studies, Science	English, Social Studies, Science	English, Social Studies, Science

	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>Key concepts</b>	Change, Connection, Responsibility	Causation, Connection, Responsibility	Function, Connection, Perspective, Reflection	Function, Causation	Form, Function, Change	Function, Change, Connection
<b>Related concepts</b>	Growth, sequences, cycles, technology, the changing needs of the world	Change, perspective and reflection		Impact	change, perspective and reflection	systems growth, cycles
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Open-minded, Caring, Reflective</p> <p><b>Attitudes:</b> Appreciation, Empathy, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Open-minded</p> <p><b>Attitudes:</b> Appreciation, Creativity, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Communicators, Risk-takers (Courageous), Reflective</p> <p><b>Attitudes:</b> Cooperation, Commitment, Enthusiasm</p> <p><b>Self-management Skills:</b> Gross Motor, Spatial Awareness, Organization, Time Management, Codes of Behaviour</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Non-verbal, Viewing, Presenting</p>	<p><b>Learner Profile Items:</b> Thinkers, Principled, Balanced</p> <p><b>Attitudes:</b> Appreciation, Creativity, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Reflective</p> <p><b>Attitudes:</b> Appreciation, Creativity, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition</p>	<p><b>Learner Profile Items:</b> Communicators, Principled, Caring</p> <p><b>Attitudes:</b> Empathy, Integrity, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</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
<b>Transdisciplinary Theme</b>	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.	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.	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.	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.	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.	An inquiry into 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.
<b>Central idea</b>	Heroes in stories reflect attitudes and expectations of a society and its values.	Human migration is a response to challenges, risks and opportunities.	Reflection of the creative process, influences performance.	Understanding the way materials behave and interact determines how people use them	Tourism makes the world a smaller place and impacts on regions, countries and cultures	By understanding the factors and causes of extreme weather conditions, people can prepare and minimise its impact.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>The origins of heroes and what is a hero</li> <li>How can heroes influence behaviours and beliefs</li> <li>Why do heroes keep evolving?</li> </ul>	<ul style="list-style-type: none"> <li>1. The causes of migration</li> <li>2. How people adapt to a change in circumstance</li> <li>3. The effects of migration on communities, cultures and individuals.</li> </ul>	<ul style="list-style-type: none"> <li>How to work collaboratively to achieve a final goal (connection)</li> <li>How can performance be shaped and developed (reflection)</li> <li>How can a performance be created collaboratively?</li> </ul>	<ul style="list-style-type: none"> <li>1. The behaviour and properties of different materials</li> <li>2. Why certain materials are used for different purposes</li> <li>3. Understand reversible and irreversible changes</li> </ul>	<ul style="list-style-type: none"> <li>Why people travel</li> <li>The positive and negative impact of tourism on people and cultures.</li> <li>The impact of tourism on the environment</li> <li>The development of ecotourism</li> </ul>	<ul style="list-style-type: none"> <li>1. What is weather and how can we prepare for it?</li> <li>2. How human activity impacts on weather and climate</li> <li>3. How communities organise themselves to cope with disasters</li> </ul>
<b>Subject focus</b>	English, Social Studies, Visual Arts, Drama	Social Studies	English, Dance, Drama, Music	Science	Social Studies	Social Studies, Science
<b>Key concepts</b>	Form, Change, Perspective	Causation, Change, Perspective	Function, Connection, Reflection	Form, Function, Change	Causation, Connection, Responsibility	Causation, Connection, Responsibility
<b>Related concepts</b>	beliefs and behaviour Symbolism beliefs and roles		Intention; Purpose Unity Development		Causation: why do people go on holiday and why do they visit certain places	Exploring the science behind the weather.  Exploring how to predict weather in order to minimise the devastation that occurs and does it depend on where in the world these events happen?

**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**

Explore the impact of human activity on the weather: global warming  
Explore how huge weather events effect people and the World

**Learning experiences****Learner Profile Items:**

Principled, Balanced, Reflective

**Attitudes:** Creativity, Enthusiasm, Independence

**Research Skills:** Formulating Questions, Planning, Recording Data, Presenting Research

**Self-management Skills:** Gross Motor, Fine Motor, Time Management, Codes of Behaviour, Informed Choices

**Thinking Skills:** Synthesis, Evaluation, Dialectical Thought

**Social Skills:** Respecting Others, Resolving Conflict

**Communication Skills:** Non-verbal, Viewing, Presenting

**Learner Profile Items:**

Inquirers, Open-minded, Caring

**Attitudes:** Empathy, Independence, Tolerance

**Research Skills:** Formulating Questions, Presenting Research

**Self-management Skills:** Organization, Codes of Behaviour, Informed Choices

**Thinking Skills:** Application, Evaluation, Dialectical Thought

**Social Skills:** Accepting Responsibility, Group Decision Making

**Communication Skills:** Listening, Speaking, Reading, Writing, Viewing, Presenting

**Learner Profile Items:**

Communicators, Risk-takers (Courageous), Reflective

**Attitudes:** Appreciation, Cooperation, Commitment, Creativity, Confidence

**Self-management Skills:** Awareness, Organization, Time Management, Codes of Behaviour

**Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles

**Communication Skills:** Listening, Speaking, Writing, Presenting

**Learner Profile Items:**

Knowledgeable, Thinkers, Reflective

**Attitudes:** Curiosity, Independence

**Research Skills:** Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research

**Thinking Skills:** Application, Analysis, Synthesis

**Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

**Learner Profile Items:**

Communicators, Principled, Caring

**Attitudes:** Appreciation, Cooperation

**Research Skills:** Formulating Questions, Presenting Research

**Self-management Skills:** Organization, Time Management

**Thinking Skills:** Acquisition of Knowledge, Comprehension, Application

**Social Skills:** Respecting Others, Cooperating, Group Decision Making, Adopting a Variety of Group Roles

**Communication Skills:** Listening, Speaking, Reading, Writing, Presenting

**Learner Profile Items:**

Inquirers, Thinkers, Balanced

**Attitudes:** Cooperation, Empathy, Curiosity

**Research Skills:** Observing, Collecting Data, Recording Data

**Self-management Skills:** Codes of Behaviour, Informed Choices

**Thinking Skills:** Acquisition of Knowledge, Analysis, Evaluation

**Social Skills:** Accepting Responsibility, Group Decision Making

**Communication Skills:** Listening, Speaking, Reading, Writing, Viewing, Presenting

PYP 6

	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>Transdisciplinary Theme</b>	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.	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.	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.	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.	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.	An inquiry into 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.
<b>Central idea</b>	Growing up creates many challenges, choices and responsibilities	The scientific discoveries of certain individuals have impacted our lives greatly	The creation of a successful performance is achieved through the collaboration of performers and others involved in the production process.	Scientific and technological advances may cause (and allow) humans to look for an alternative home outside of Earth	The whole is greater than the sum of its parts.	The expanding use of finite resources impacts upon human and natural environments; renewable forms of energy should be used more.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• How do our bodies and minds change over time?</li> <li>• Is family life, marriage and stable relationships important for children's upbringing?</li> <li>• Why do young people take drugs?</li> <li>• STUDENTS TO ADD LAST LINE OF INQUIRY</li> </ul>	<ul style="list-style-type: none"> <li>• Premature death can be avoided in many ways, especially through knowledge of micro-organisms</li> <li>• Certain medical and scientific discoveries have saved millions of lives</li> <li>• What are the next big challenges for medical scientists?</li> </ul>	<ul style="list-style-type: none"> <li>• How to communicate ideas, feelings and experiences through drama and song</li> <li>• How can performance be improved through constructive criticism and how should this be communicated</li> <li>• How can a performance be created collaboratively?</li> </ul>	<ul style="list-style-type: none"> <li>• The human race might need to find a second home</li> <li>• What are the fundamentals of life?</li> <li>• A new planet or habitat in space provides many challenges to overcome</li> <li>• How do we start a new colony and society?</li> </ul>	<ul style="list-style-type: none"> <li>• The United Nations - Who, What, Where, Why and How?</li> <li>• The UN is helping to build the better world it's founders envisioned 70 years ago</li> <li>• What would a world where every child has the same rights and opportunities look like?</li> <li>• Building intercultural understanding: through protection of heritage and support for cultural diversity</li> <li>• the full participation of everyone in the new global public space is a prerequisite for peace and development</li> <li>• The future depends not only on wealth or natural resources, but on education, scientific research and the sharing of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the Earth's finite and infinite resources?</li> <li>• What is the impact of the choices that we make on the environment?</li> <li>• How do we balance meeting human needs and the use of limited resources?</li> <li>• Why does Black Gold have a question mark after it?</li> </ul>

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	
				<ul style="list-style-type: none"> <li>All children have a right to survive, thrive and fulfill their potential - to the benefit of a better world.</li> </ul>		
<b>Subject focus</b>	Science, Personal and Social Education, Drama, Research and Library	Social Studies, Science, Research and Library	English, Dance, Drama, Music	Social Studies, Science, Personal and Social Education, Visual Arts, Music	Social Studies, Personal and Social Education, Visual Arts, Music	Social Studies, Science, Visual Arts
<b>Key concepts</b>	Change, Perspective	Form, Change, Connection	Function, Connection, Perspective, Reflection	Function, Causation, Change	Function, Connection, Responsibility	Form, Perspective, Responsibility
<b>Related concepts</b>	Development, cycles, family, growth, freedom, relationship, choice.  Choices, abuse/neglect ,culture, individuals, values/ beliefs	Adaptation, growth	Expression, cooperation, development, ownership	Energy, migration, resources, sustainability, systems, discovery, exploration, technology.		Finite, energy, sustainability, resources, interdependence, conservation, choice.  Discussion and Debate - Environmentalists vs Energy Companies  Energy Conservation  Global Warming
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Principled, Caring, Balanced</p> <p><b>Attitudes:</b> Integrity, Respect, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Presenting Research</p> <p><b>Self-management Skills:</b> Healthy Lifestyles, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Synthesis, Evaluation, Dialectical Thought, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict</p> <p><b>Communication Skills:</b> Listening, Speaking,</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers</p> <p><b>Attitudes:</b> Appreciation, Empathy, Respect, Curiosity, Independence</p> <p><b>Research Skills:</b> Formulating Questions, Planning, Presenting Research</p> <p><b>Self-management Skills:</b> Spatial Awareness, Time Management, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict</p>	<p><b>Learner Profile Items:</b> Communicators, Risk-takers (Courageous), Reflective</p> <p><b>Attitudes:</b> Cooperation, Empathy, Commitment, Confidence</p> <p><b>Self-management Skills:</b> Gross Motor, Spatial Awareness, Organization, Time Management, Codes of Behaviour</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Writing, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Communicators, Open-minded</p> <p><b>Attitudes:</b> Cooperation, Empathy, Creativity, Curiosity</p> <p><b>Research Skills:</b> Formulating Questions, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Organization, Healthy Lifestyles, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Application</p> <p><b>Social Skills:</b> Group Decision Making</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Communicators, Principled, Open-minded, Caring</p> <p><b>Attitudes:</b> Cooperation, Empathy, Integrity, Creativity, Respect, Tolerance</p> <p><b>Research Skills:</b> Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Fine Motor, Spatial Awareness, Organization, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Dialectical Thought</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators, Principled</p> <p><b>Attitudes:</b> Appreciation, Cooperation, Enthusiasm, Curiosity, Independence</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Analysis</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p>

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
Reading, Writing, Viewing, Presenting	<b>Communication Skills:</b> Reading, Writing, Non-verbal, Presenting		<b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal	Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles <b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Presenting	<b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting
<b>Transdisciplinary Theme</b>	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.	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.	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.	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.	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.
<b>Central idea</b>	Discovering how to orientate oneself in place is essential for adventure journeys			Umbrella CI : Working and inquiring together effectively, helps us to solve problems. Group CI's : 1. The Earth is in danger 2. Some planets are more inhabitable than others 3. A special type of astronaut should be on this mission 4. Water is not readily accessible on Mars 5. Food needs to be grown/ produced on Mars 6. Transport needs to be provided to travel on Mars's surface 7. The natural resources of Mars need to be utilised 8. Shelters on Mars have many problems to overcome. 9. A new colony needs organisation, rules, work and leisure. 10. Mars and our new colony should be celebrated aesthetically.	Social decision making organises the connections within human made systems and communities.

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<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>Plan a simple orienteering trial for others to complete.</li> <li>Read a wide variety of map symbols and use a compass when following a given route.</li> <li>Plan ideas of how to solve a problem before attempting it.</li> <li>Decide if verbal or non-verbal communication is the most effective choice when solving problems.</li> <li>Take the lead within a group challenge and give clear instructions to others.</li> <li>Evaluate his/her onward the team's performance within a challenge and make suggestions of how to improve for the next time.</li> </ul>		<ul style="list-style-type: none"> <li>UMBRELLA LINES OF INQUIRY: How do the attributes of the Learner Profile help us to work effectively?</li> <li>What is my role in my group?</li> <li>To solve our problem, what do we need to find out?</li> <li>What is the best way to present our findings?</li> <li>GROUP LINES OF INQUIRY will be discussed and decided with the children</li> </ul>	<ul style="list-style-type: none"> <li>Choose the most appropriate throw to use within a game.</li> <li>Call out for a catch in a game showing they know they are in the best place.</li> <li>Select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy.</li> <li>Hit a ball into space to help increase his/her score within a game.</li> <li>Dribble a ball in different directions and avoid obstacles. E.g. with his/her feet or a hockey stick.</li> <li>Help other members of his/her team to find space within a team game.</li> <li>Use a range of attacking and defending skills when playing a team game.</li> </ul>	
<b>Subject focus</b>	Physical Education		English, Social Studies, Science, Personal and Social Education, Visual Arts, Dance, Drama, Music	Physical Education	
<b>Key concepts</b>	Responsibility		Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection	Connection	
<b>Related concepts</b>			Friendship, conflict, organization, relationships, communication, creativity, independence, ownership, delegation, teamwork.		
<b>Learning experiences</b>	<b>Learner Profile Items:</b> Inquirers, Caring, Risk-takers (Courageous) <b>Attitudes:</b> Cooperation, Creativity, Curiosity		<b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers	<b>Learner Profile Items:</b> Communicators, Balanced, Reflective	

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<b>Transdisciplinary Theme</b>	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.	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.	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.	<p>(Courageous), Balanced, Reflective</p> <p><b>Attitudes:</b> Appreciation, Cooperation, Empathy, Integrity, Commitment, Creativity, Enthusiasm, Respect, Confidence, Curiosity, Independence, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Organizing Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Organization, Time Management, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of Knowledge, Comprehension, Application, Analysis</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p><b>Attitudes:</b> Cooperation, Commitment, Respect, Tolerance</p> <p><b>Thinking Skills:</b> Application, Analysis</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles</p> <p><b>Communication Skills:</b> Listening, Speaking, Non-verbal, Viewing</p>	An inquiry into 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.

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<b>Central idea</b>			humans can interact with the laws of the natural worlds by applying scientific principles		
<b>Lines of inquiry</b>			<ul style="list-style-type: none"> <li>• An inquiry into how to run longer distances knowing when to use a sprint.</li> <li>• An inquiry into how to change his/her body shape to decrease air resistance when running.</li> <li>• An inquiry into how to use the correct action to throw a javelin with a run up.</li> <li>• An inquiry into how to use his/her toe and heel to spin and throw a discus and shot put.</li> <li>• An inquiry into how to jump; one foot to same foot to two feet (triple jump).</li> </ul>		
<b>Subject focus</b>			Physical Education		
<b>Key concepts</b>					
<b>Related concepts</b>					
<b>Learning experiences</b>			<p><b>Learner Profile Items:</b> Inquirers, Thinkers, Risk-takers (Courageous)</p> <p><b>Attitudes:</b> Cooperation, Commitment, Enthusiasm, Confidence, Independence</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Safety, Healthy Lifestyles, Codes of Behaviour</p> <p><b>Thinking Skills:</b> Application</p> <p><b>Social Skills:</b> Accepting Responsibility, Cooperating</p> <p><b>Communication Skills:</b> Listening, Speaking, Viewing</p>		