

An inquiry into the understandings of the world and phenomena through: patterns, cycles, systems diverse practices, methods, and tools discovery, design, innovation, possibilities, and impact	Nursery	KG 1	KG 2	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
<i>Timeline</i>	Year long unit - July - May	February-May		November- December	October - November	September-October	January- February	October - November
Focus of exploration		An inquiry into the understandings of the world and phenomena through: patterns, cycles, systems diverse practices, methods, and tools discovery, design, innovation, possibilities, and impacts		An inquiry into the understandings of the world and phenomena through: and tools discovery, design, innovation, possibilities, and impacts patterns, cycles, systems diverse practices, methods, and tools discovery, design, innovation, possibilities, and impacts	An inquiry into the understandings of the world and phenomena through: patterns, cycles, systems diverse practices, methods, and tools discovery, design, innovation, possibilities, and impacts	An inquiry into the understandings of the world and phenomena through tools, discovery, design, and impacts	An inquiry into the understanding of the world and phenomena through: discovery, design, innovation, possibilities, and impacts  Patterns, cycles and systems  Diverse practices, methods and tools	An inquiry into the understandings of the world and phenomena through:  discovery, design, innovation, possibilities, and impacts  patterns, cycles, systems  diverse practices, methods, and tools
Central idea: The students understand that:		Materials around us help us to meet our daily needs.		Light has properties that can be used in different ways.	Forces and energy affect how things move and change.	The evolution of machines and their functions have brought changes in our lives.	Understanding energy and forces around us helps explain how things function.	Exploring changes in states of matter helps us create innovative solutions for the world.
Lines of inquiry: An inquiry into:		Natural material,their properties and usage Changes in materials for specific purposes		The properties of light  How light can be used  The importance of light	How different types of forces cause movement and change  How forces affect the way things move  How we use energy and forces in everyday life	Simple and complex machines used in our everyday life  How the evolution of machines has changed our lives	Energy and its types  How and why forces affect the movement and behaviour of objects  Application of forces and energy in our daily lives	Understanding changes between different states of matter  Knowing Changes in states of matter leads to innovation
Specified concepts		Form Change Function		Form Function perspective	Change Causation Function	Change Function	Form Causation Function	Change Responsibility
Additional Concepts		Properties, Reform, Reuse		Role , source	Forces Patterns Impact	Systems      Transformation	Forces Energy Science	Changes of state Physical and chemical changes Classification

Learner Profile attributes		<p>Reflective: Students will apply their understanding of different materials and will reflect on their importance and the ways they can be effectively used by human society.</p> <p>Knowledgeable: Students become more knowledgeable learning facts about different materials, their features and use.</p> <p>Principled: Students further develop the attribute of being principled by understanding the importance of the choices they make and the actions they take when it refers to following rules, regulations, responsible and fair use of things.</p>		<p>Inquirer: Students will explore the topic of light through hands-on investigations, experiments, and questioning. They will show curiosity about how light behaves—such as reflection, shadows, and transparency—and seek answers through exploration and observation.</p> <p>Thinker: Students will use critical thinking to analyze how light is used in different settings, such as in homes, vehicles, celebrations, and nature. They will solve problems, make predictions, and explain cause-effect relationships—understanding how blocking light creates shadows or how light is used for safety and communication.</p>	<p>Inquirer: Students will explore forces and energy by asking questions, solving problems, making predictions, testing ideas, and reflecting on their learning.</p> <p>Thinker: The student shows they are a thinker by using logic to solve problems, analyzing how forces work, and making thoughtful decisions.</p>	<p>Knowledgeable: Students will gain knowledge more about machines while inquiring into functions of machines.</p> <p>Thinkers: Students will use their thinking skills to understand how machines work and they will apply their learning to create machines.</p>	<p>Knowledgeable: Students become more knowledgeable by getting more information/facts related to the energy and forces they explore in the unit. They can introduce, discuss and reflect on the same in different contexts.</p> <p>Communicator: Students will express their ideas, thoughts and viewpoints to share their knowledge and comprehension of the topic of energy and forces. They will share feedback with peers for improvements.</p>	<p>Inquirer: Students will become better inquirers by exploring the different forms of matter, processes that lead to change in the states of matter.</p> <p>Thinker: Students will apply their critical thinking skills to find innovative sustainable solutions for the global environmental problems.</p>
Approaches To Learning		<p>Research Skills: Students will develop their research skills while gathering information about different materials, their properties and their use by humans in their daily lives.</p> <p>Thinking Skills: Students will develop their thinking skills through the learning experiences of the unit when they have discussions about materials, their properties, their use and the possible changes of the properties to use them for different purposes.</p>		<p>Research Skills: Students will enhance their research skills by exploring different sources of light and by conducting experiments to understand how light travels. Students will formulate questions and generate hypotheses, and come up with possible outcomes when demonstrating the scientific process. Students will collect, record, organise and present their research work. Students will do planning and execute as well.</p>	<p>Research Skills: Students will use their research skills by asking questions, gathering information through experiments, observing carefully, and recording their findings about forces and energy.</p> <p>Thinking Skills: Students will use their thinking skills by making predictions, analyzing results, identifying patterns in movement, and solving problems related to forces and energy.</p>	<p>Thinking skills: Students will use their thinking skills to identify and discuss various simple and complex machines and use the correct terminology to describe how each simple machine works</p>	<p>Research skills: Students will develop their research skills by asking questions, reading and comprehending texts and finding ways for application energy and force.</p> <p>Thinking skills: Students will use their thinking skills to identify and discuss principles behind energy and forces that help things to move and function.</p>	<p>Thinking Skills: Students will develop and use their thinking skills to find innovative sustainable solutions for the global environmental problems.</p> <p>Research Skills: Students will develop their research skills while exploring different states of matter and processes that lead to the change in states of matter.</p>
Subject focus		<p>Language</p> <p>Numeracy</p> <p>PSPE</p> <p>ICT</p> <p>Dance</p> <p>Music</p> <p>Science</p> <p>SST</p>		<p>Literacy</p> <p>Numeracy</p> <p>Drama</p> <p>VA</p> <p>Hindi</p> <p>Science</p> <p>Social studies</p> <p>Music</p>	<p>Literacy</p> <p>Numeracy</p> <p>Science</p> <p>Dance</p> <p>Music</p>	<p>Science</p> <p>Literacy</p> <p>ICT</p> <p>Numeracy</p>	<p>Science</p> <p>Literacy</p> <p>Numeracy</p> <p>PSPE</p> <p>ICT</p> <p>Music</p> <p>Hindi</p>	<p>Science</p> <p>Numeracy</p> <p>Literacy</p>

An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity personal, social, and cultural notes and practices of communication intentions, perceptions, interpretations, and responses	Nursery	KG 1	KG 2	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
Timeline	April -May	September-November	September-November	February- March	August and September	Jan-Feb	October- December	February - March
Focus of exploration An inquiry into the diversity of voice, <sup>[1]</sup> <sub>[SEP]</sub> perspectives, and expression through: Inspiration, imagination, creativity Personal, social and cultural modes and practices of communication Intentions, perceptions, <sup>[1]</sup> <sub>[SEP]</sub> interpretations and responses	An inquiry into the diversity of voice, perspectives, and expression through: 1. inspiration, imagination, creativity 2. personal, social, and cultural notes and practices of communication	An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity personal, social, and cultural notes and practices of communication	An inquiry into the diversity of voice, <sup>[1]</sup> <sub>[SEP]</sub> perspectives, and expression through: Inspiration, imagination, creativity Personal, social and cultural modes and practices of communication Intentions, perceptions, <sup>[1]</sup> <sub>[SEP]</sub> interpretations and responses	<i>An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity personal, social, and cultural notes and practices of communication intentions, perceptions, interpretations, and responses</i>	An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity personal, social, and cultural notes and practices of communication	An inquiry into the diversity of voice, perspectives, and expression through: inspiration	An inquiry into the diversity of voice, perspectives, and expression through: personal, social, and cultural notes and practices of communication	An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity  personal, social, and cultural notes and practices of communication  intentions, perceptions, interpretations, and responses  representation, collaboration, and decision-making
Central idea: The students understand that:	We use different creative ways to express ourselves.	Celebrations across the world help people express themselves.	Stories connect us to people and places.	Exploring and appreciating different cultures helps people become global citizens.☞	People use different forms of creativity to share their thoughts and feelings.	Media influences how people think and act.	Advancements in science and technology influence how people create, communicate, and connect with the world.	Exploring light and sound as a medium to express imagination in creative ways.
Lines of inquiry: An inquiry into:	Creative forms in which we can express ourselves  Choice of form we express ourselves depends on what we enjoy doing	Why people have special celebrations  The different ways we celebrate special events	Different types of stories  How we can share our own stories to express who we are  Creating and retelling stories	Cultures are diverse  What being a global citizen means	Creative forms in which people express themselves  How creative expression connects people and cultures  How perspective vary when interpreting creativity	1.Types of media -Form 2.How media conveys messages -Function 3.Evaluating media critically - Perspective	How developments in robotics and coding drive innovation  Different viewpoints on how technology shapes creativity  The impact of digital communication in linking people and ideas	Exploring the properties of light and sound Creative use of light and sound
Specified concepts	Form Perspectives	Perspective, Causation	Form Perspective Function	Perspective Form	Form Connection Perspective	Function Perspective Form	Causation Perspectives Connection	Form Function
Additional Concepts	Communication Opinion	Culture, Values, Reasons	Structure Identity Communication	Belief  Descriptive	Creativity Expression Communication Opinion	Communication  Influence	Expression Creativity Communication	Forms of energy Properties Uses

Learner Profile attributes	<p>Communicators: Students will be exploring different ways of expression their ideas and feelings, their understanding of the world around them becoming better communicators.</p> <p>Risk-takers: Students will start behaving as risk takers trying to experiment on how they can express themselves in different ways.</p> <p>Open minded: As young learners, they will be exposed to different perspectives on how people can express themselves and this will help them to start developing open mindedness.</p>	<p>Open Minded: Students will learn about different celebrations, the reasons for having those marked and will start to respect all the cultures and their celebrations which take place across the world.</p> <p>Risk-takers: Students will act as risk-takers while exploring the different ways which can be used to express ideas and feelings. They will try to become part of different cultural celebrations and events exposing themselves to new ways of expressions.</p>	<p>Communicator : Students will express themselves through stories and listen to others' stories using multiple forms — oral, visual, dramatic, or written.</p> <p>Open-minded Students will explore and appreciate different stories, cultures, and perspectives, building empathy and respect for diversity.</p>	<p>Open-minded: Students will show open-mindedness by learning about and respecting different cultures, traditions, and ways of life. They will listen to others' perspectives, appreciate differences in customs, languages, and beliefs, and understand that people express themselves in many meaningful ways. Being open-minded helps them value diversity and develop empathy, which is essential to becoming a global citizen.</p> <p>Risk-takers: Students will demonstrate courage by stepping out of their comfort zones to explore new cultural experiences—such as trying a different cuisine, learning a new greeting, participating in unfamiliar celebrations, or sharing their own culture with others. They will take responsible risks to connect with people from different backgrounds, helping them grow more confident, respectful, and globally aware.</p>	<p>Communicator-Students will express ideas clearly through art, music, or drama and listen respectfully to how others share their creativity.</p> <p>Open minded- Students will appreciate different creative styles, respect cultural expressions, and understand that people see and interpret creativity in unique ways.</p>	<p>Open-minded: Students will be able recognize different types of media (ads, videos, social media, signs, etc.).</p> <p>Reflective: Students will be able to create their own media message to express an idea or influence others positively.</p>	<p>Inquirer :Students will explore how and why robotics and coding are developed to solve problems and spark innovation.</p> <p>Thinker :Students will apply logic and creativity to understand the relationship between cause (technological development) and effect (innovation).</p>	<p>Thinker : This unit will encourage students to use their imagination and creativity to explore how these elements are used to express ideas and emotions. Through hands-on experiments and creative projects, they will investigate the properties of light and sound, discover how they can be manipulated for artistic expression, and understand their impact on communication.</p> <p>Inquirer: This unit will inspire students to ask questions and seek answers about how these elements are used to convey ideas and emotions. Through investigative experiments and creative projects, they will delve into the properties of light and sound, discovering how they can be harnessed for artistic expression and effective communication.</p>
Approaches To Learning	<p>Communication skills: Exchanging information: Students will be developing their communication skills while exploring different ways of shading ideas, expressing their feelings. Discovering the world around them they will communicate what they see, what they understand and how they feel.</p>	<p>Social Skills: Students will develop their social skills while working in groups and learning how to respect each other.</p> <p>Communication Skill: Students will enhance their communication skills while sharing their thoughts and ideas about different celebrations with their friends, learning about others' traditions and important events.</p>	<p>Communication skills : Students will develop their communication skills by sharing their own stories and listening to others. They will use words, drawings, and actions to express their ideas clearly.</p> <p>Social skills : Students will also build social skills by working together, taking turns, and showing respect for each other's stories. This helps them connect with others and understand different points of view.</p>	<p>Communication skills: Students will develop their ability to express ideas clearly and listen actively when learning about different cultures. They will share their thoughts, ask questions respectfully, and use a variety of ways—such as speaking, drawing, writing, or performing—to communicate their understanding. They will also practice respectful dialogue to build meaningful intercultural connections.</p>	<p>Communication skills: Students will enhance communication by expressing ideas confidently, listening actively, and sharing feelings through various creative forms and presentations.</p> <p>Thinking skills: Students will enhance communication by expressing ideas confidently, listening actively, and sharing feelings through various creative forms and presentations.</p>	<p>Thinking skills: Students will think critically and creatively when creating advertisements.</p> <p>Communication Skills: Students will have opportunities to read, speak, write, view and present through various engagements while learning about media.</p>	<p>Research Skills: Students will formulate meaningful questions to explore how technologies are created and interpret data to understand coding and robotic systems.</p> <p>Communication Skills: Students will share ideas respectfully using digital tools and interpret online messages by considering tone, intent, and audience.</p>	<p>Thinking skills: Students will enhance their thinking skills by exploring light and sound. They will conduct experiments to understand how light and sound work and use this knowledge to create art and music. Students will analyze how light and sound are used in different ways and compare these uses to develop their critical thinking. They will also solve problems by designing their own experiments or projects, applying their knowledge in creative ways.</p> <p>Communication Skills: Students will present their findings from experiments on light and sound, clearly explaining their processes and results. Students will work in groups to create art and music projects, sharing ideas and collaborating effectively.</p>
Subject focus	<p>Music Dance Visual Art Drama ICT Literacy</p>	<p>Language Numeracy PSPE Drama Dance ICT Hindi Visual Art SST</p>	<p>Literacy Numeracy Drama Art Visual</p>	<p>Literacy Numeracy VA Music Dance Social studies</p>	<p>Literacy Visual Arts Music Drama Dance Hindi ICT</p>	<p>Social Studies Literacy Visual Art Drama Music Hindi</p>	<p>Science Drama ICT Literacy Dance</p>	<p>Science Drama Dance Music Visual Art</p>

An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making	Nursery	KG 1	KG 2	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
Timeline	July - August			July- August	February- March	November - December	February- March	September - October
Focus of exploration	An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making			An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making	An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making	An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making	An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making	An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making
Central idea: The students understand that:	Routines and systems help us stay organized and safe.			People in both urban and rural communities create systems to meet their unique needs.	Communities create systems to prepare for and respond to natural disasters.	Marketplaces depend on the ability to produce goods and supply services	Economic structures and trade practices influence livelihoods and societal development.	Understanding the natural environment helps us prepare for disasters.
Lines of inquiry: An inquiry into:	1. Our daily routines at home and school  2. Our roles and responsibilities in the classroom  3. Safety systems at home and school			1- Different needs that urban and rural communities have- Function  2- Reasons why humans create systems to address community needs- Causation	The causes and effects of natural disasters  The roles of people and organizations during emergencies	Forms of trade and market structures  Production, demand and supply are connected to each other  The choices we make when we go to a marketplace	The structure and roles of the primary, secondary, and tertiary economic sectors  Different types of trade practices and their impact  How economic choices affect society and the environment	Types and Causes of Disasters  Preparing for disasters (at local and global level)
Specified concepts	Function Responsibility Causation			Function Causation	Causation Responsibility	Form Connection Perspective	Form Connection Responsibility	Causation Function
Additional Concepts	Organization Routine Systems			Reasons Systems	System Structure Initiative	Conditions, Relevance	Structures Impact Economics	Community Cooperation environment

Learner Profile attributes	<p>Principled - By following routines and safety rules, children understand fairness, honesty, and doing the right thing even when no one is watching.</p> <p>Reflective - Children think about their routines and responsibilities, understanding how their actions help keep things organized and safe.</p> <p>Inquirer - Children will explore and ask questions about the systems and routines they follow daily. They develop curiosity about why certain routines exist and how they help us.</p>			<p>Knowledgeable- Students will become knowledgeable by developing an understanding of how communities function and meet needs.</p> <p>Principled - Students will recognize their roles within the community and taking responsibility for their actions. They will understand and follow the rules and regulations established to support the community.</p>	<p>Thinker: Students will analyze causes of natural disasters, explore solutions, and make thoughtful decisions to help communities stay safe and prepared.</p> <p>Caring: Students will show empathy by understanding the impact of disasters and taking action to support affected people and their communities.</p> <p>Principled: Students will act responsibly during simulations, follow safety rules, and show integrity by making ethical choices to help others during emergencies.</p>	<p>Risk takers: Students will understand the risks involved in market structure by analyzing various real life situation</p> <p>Principled: Students will have a better understanding of how being fair, principled matters when speaking about the economic development of the community.</p>	<p>Inquirer - Students will develop the attribute of an inquirer as they explore different sectors to understand the movement of goods and services.</p> <p>Principled - Students will be able to comprehend principles of trade and dig deeper into understanding fair and unfair trade practices.</p>	Inquirer: Students will develop the attribute as they explore about natural disasters- their causes and management. Knowledgeable: Students become knowledgeable as they study about disasters and ways to overcome their impact.
Approaches To Learning	<p>Self-Management Skills - This unit focuses heavily on routines, organization, and safety—all of which rely on self-management at a foundational level.</p> <p>Thinking Skills (Critical and Reflective Thinking) - They begin to make connections between cause and effect within routines and safety systems.</p>			<p>Thinking skills Students will use their thinking skills by analyzing the differences between urban and rural communities and understanding how systems meet specific needs. They will reflect on their own role within these systems and consider how their actions impact the community. Through creative and critical thinking, students will explore reasons behind the creation of community systems and suggest improvements or alternatives, applying their knowledge to real-life situations.</p>	<p>Social Skills: Students will enhance social skills by collaborating in group tasks, sharing ideas respectfully, and supporting peers during emergency simulations and discussions.</p> <p>Self-Management Skills: Students will develop their self-management skills by following safety routines, staying organized during drills, and managing emotions in role-plays about natural disasters.</p>	<p>Social Skills: Students will enhance their social skills by working in groups while inquiring into the forms of trade and market structures.</p> <p>Communication Skills: Students will develop their communication skills while exploring economic activities in different communities.</p>	<p>Communication skills: Students will develop their communication skills while exploring different sectors of the economy and trade practices.</p> <p>Self-management skills :Students will learn to manage resources and create a balance between fair distribution of goods and services.</p>	<p>Research skills: Students will develop their research skills while investigate the causes, impact and management of disasters.</p> <p>Self-management Skills: Students will enhance their self-management skills while working in groups and inquiring about disasters.</p>
Subject focus	<p>Social Studies</p> <p>Literacy</p> <p>Numeracy</p>			<p>VA</p> <p>Hindi</p> <p>Drama- Improvisation with props</p> <p>Science</p> <p>Social studies</p> <p>Literacy</p> <p>Numeracy</p>	<p>Social Studies</p> <p>Science</p> <p>Literacy</p> <p>Numeracy</p> <p>Music</p>	<p>Social Studies</p> <p>Literacy</p> <p>Hindi</p> <p>Numeracy</p>	<p>Social Studies</p> <p>Literacy</p> <p>Numeracy</p> <p>Music</p> <p>ICT</p>	<p>Social Studies</p> <p>Hindi</p> <p>Visual Art</p>

An inquiry into the interdependence of human and natural worlds through: rights, responsibilities, and dignity of all pathways to just, peaceful, and reimagined futures nature, complexity, coexistence, and wisdom	Nursery	KG	KG 2	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
<i>Timeline</i>	September - November	December-February	December-February	April - May	December - January	April-May	August- September	April - May
Focus of exploration	An inquiry into the interdependence of human and natural worlds through: - rights, responsibilities, and dignity of all - pathways to just, peaceful, and reimagined futures - nature, complexity, coexistence, and wisdom	An inquiry into the interdependence of human and natural worlds through nature, complexity, coexistence, and wisdom. Rights, responsibilities and dignity of all pathways to just, peaceful, and reimagined futures	An inquiry into the interdependence of human and natural worlds through:rights, responsibilities, and dignity of all pathways to just, peaceful, and reimagined futures nature, complexity, coexistence, and wisdom	An inquiry into the interdependence of human and natural worlds through nature, complexity, coexistence, and wisdom. Rights, responsibilities and dignity of all pathways to just, peaceful, and reimagined futures nature, complexity, coexistence, and wisdom	An inquiry into the interdependence of human and natural worlds through nature, complexity, coexistence, and wisdom. Rights, responsibilities and dignity of all pathways to just, peaceful, and reimagined futures nature, complexity, coexistence, and wisdom	An inquiry into the interdependence of human and natural worlds through: rights and responsibilities, nature,wisdom	An inquiry into the interdependence of human and natural worlds through: rights, responsibilities and dignity of all pathways to just, peaceful, and reimagined futures, nature, complexity, coexistence, and wisdom	An inquiry into the interdependence of human and natural worlds through: rights, responsibilities, and dignity of all pathways to just, peaceful, and reimagined futures nature, complexity, coexistence, and wisdom
Central idea: The students understand that:	People take responsibility to care for animals	Plants and Humans co-exist to sustain life on Earth.	Living things depend on their environments.	Living things change, connect and depend on each other to stay alive.	The ways we use resources can impact the sustainability of the world	Biodiversity depends on the balance of ecosystems	People can function as global citizens when they understand their rights, responsibilities and shared challenges .	Exhibition unit (Student led)
Lines of inquiry: An inquiry into:	Characteristics and needs of animals  How people care for animals  Our responsibilities for the well-being of animals	What role humans and plants play on earth  How plants and human depend on each other	Characteristics of habitats  Interdependence between living things  How we take care of the environment	1- Different kinds of plants and animals- Form 2-Living things change to stay alive- Change 3-Relationships between living things- Connection	1.How different natural and human-made resources are used and shared  2. Our responsibility in using resources to support environmental sustainability	1.Components of ecosystems - Form  2.Interdependence in ecosystems -Connection 3.Human impact on ecosystems-Responsibility	What it means to be a global citizen  The rights and responsibilities of a global citizen  How global issues required shared solutions	
Specified concepts	Change Connection Responsibility	Connection Responsibility	Form Connection Causation	Form Change Connection	Function  Responsibility	Form Connection Responsibility	Form Responsibility Perspective	
Additional Concepts	Empathy	Role Interdependence	Structure Interdependence Impact	Responsibility Change	Sustainability Resources Interdependence	Abundance Scarcity Settlement	Citizenship Rights and Responsibilities Equity	

	<p><b>Caring:</b> Students will become caring towards animals and will explore that they share the planet with animals too.</p> <p><b>Thinker:</b> Students become thinkers who are able to think and take actions on how to take better care of different animals.</p> <p><b>Principled:</b> Students learn how to be principled people by following certain rules and agreements, taking responsibility for how they act and how they impact the world around them.</p>	<p><b>Caring:</b> Students will become more caring while exploring the connections between the humans and plants and how they depend on each other. They will understand how important it is for people to be taking care of plants.</p> <p><b>Balanced:</b> Students start becoming people with better balance in their lives. They start to understand why it is important to use natural resources in a thoughtful way, why it is important to keep balance in the world we live.</p>	<p><b>Caring :</b> Students will develop as caring individuals by showing empathy and taking responsibility for the well-being of living things and their environments.</p> <p><b>Inquirer :</b> Students will demonstrate curiosity about the natural world and explore how living things depend on their habitats.</p>	<p><b>Caring:</b> Students will demonstrate care by understanding the needs of different plants and animals and showing empathy toward all living things. They will learn how human actions affect nature and take steps—like conserving resources or protecting habitats—to support the well-being of the environment and the creatures that live in it.</p> <p><b>Reflective:</b> Students will reflect on the role they play in the environment and how their choices can impact living things. They will think about how their actions—such as reducing waste or planting trees—can help create a balanced ecosystem and contribute to the survival of plants and animals.</p>	<p><b>Reflective:</b> Students will reflect on how they use resources, think about their impact on Earth, and find better ways to care responsibly.</p> <p><b>Caring:</b> Students will show they are caring by using resources wisely, protecting nature, and taking small actions to help people and the planet.</p> <p><b>Knowledgeable:</b> Students will demonstrate they are knowledgeable by understanding different resources, how we use them, and how our choices affect sustainability.</p>	<p><b>Caring:</b>Students will get opportunities to show that they care about conserving environment.</p> <p><b>Reflective:</b>Students will reflect on their role and actions to balance the ecosystem.</p>	<p><b>Principled:</b>Students will understand the importance of treating others with respect and upholding their responsibilities as a global citizen, such as caring for the environment, respecting human rights, and being accountable in their community.</p> <p><b>Balanced:</b>Students will become a balanced global citizen by making thoughtful choices that consider the needs of both themselves and the wider world, showing self-awareness and empathy when addressing global challenges.</p>	
<p><b>Learner Profile attributes</b></p> <p><b>Approaches To Learning</b></p>	<p><b>Thinking Skills:</b></p> <p>Students will use their critical thinking skills to find out solution and ways of taking care of the animals and their resources.</p>	<p><b>Thinking skills :</b> Students will use their thinking skills and find out what the functions of plants are and how they are useful to humans in their everyday lives.</p>	<p><b>Thinking skills</b></p> <p>Students will use thinking skills to analyze and understand the relationships between living things and their environments</p> <p><b>Social skills</b></p> <p>Students will develop social skills by collaborating with others and making responsible choices to care for the environment and living things.</p>	<p><b>Social Skills:</b> Through group activities and collaborative inquiries, students will practice listening to others, sharing ideas, and working together to understand the connections between living things.</p>	<p><b>Research skills:</b> Students will use their research skills to inquire into the different kinds of resources and how to use them effectively.</p> <p><b>Thinking Skills:</b> The students will use their critical thinking skills to understand how to make informed choices which can lead to a sustainable future.</p>	<p><b>Thinking Skills:</b> Students will use their critical thinking skills to understand their responsibility towards conservation of environment.</p>	<p><b>Social skills:</b> Students will develop social skills to engage as active global citizens—working with others, understanding global issues from multiple perspectives, and acting responsibly in diverse situations.</p>	
<p><b>Subject focus</b></p>	<p>Science</p> <p>SST</p> <p>PSPE</p> <p>Numeracy</p> <p>Literacy</p> <p>Hindi</p> <p>Drama</p> <p>Visual art</p>	<p>Language</p> <p>Numeracy</p> <p>Hindi</p> <p>Visual Art</p> <p>Science</p> <p>SST</p>	<p>Language</p> <p>Numeracy</p> <p>Science</p> <p>SST</p>	<p><b>Literacy</b></p> <p><b>Numeracy</b></p> <p><b>Hindi</b></p> <p><b>Music</b></p> <p><b>Science</b></p> <p><b>Social studies</b></p>	<p>Literacy</p> <p>Numeracy</p> <p>Hindi</p> <p>Music</p> <p>Science</p> <p>Social Studies</p>	<p>Social Studies</p> <p>Literacy</p> <p>Visual Art</p> <p>Numeracy</p>	<p>Social Studies</p> <p>Literacy</p> <p>Numeracy</p> <p>Drama</p>	



An inquiry into histories and orientation in place, space, and time through: periods, events, and artifacts communities, heritage, culture, and environment natural and human drivers of movement, adaptation, and transformation	Nursery	KG 1	KG 2	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
Timeline			February-May	January- February	April - May	Feb-March	April- May	December - January
Focus of exploration			An inquiry into histories and orientation in place, space, and time through:periods, events, and artifacts communities, heritage, culture, and environment natural and human drivers of movement, adaptation, and transformation	An inquiry into histories and orientation in place, space, and time through: periods, events, and artifacts communities, heritage, culture, and environment natural and human drivers of movement, adaptation, and transformation	An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation and transformation.	An inquiry into histories and orientation in space, and time through: periods ,events	An inquiry into histories and orientation in place, space, and time through: periods, events, and artefacts communities, heritage, culture, and environment natural and human drivers of movement, adaptation, and transformation	An inquiry into histories and orientation in place, space, and time through: periods, events, and artifacts communities, heritage, culture, and environment natural and human drivers of movement, adaptation, and transformation
Central idea: The students understand that:			Transportation connects people and places.	Homes are designed in many ways to suit the needs of people and the places they live.	All places on earth have distinguishing physical features which change over time	Exploration leads to discoveries, opportunities, and new understandings.	The evolution of ancient civilization influences the systems and cultures of the modern world.	Historical events and actions shape the present and future.
Lines of inquiry: An inquiry into:			Ways people travel  Why people move from one place to another  Changes in transportation over time	Types of homes around the world- form  How homes meet our needs- Function  How homes have changed from the past to the present- change	Different types of landforms  How and why landforms change over time  Unique physical features of a place	1.Why people explore 2.Outcomes of exploration 3.Impact of exploration on our world	Explorations of different civilizations  The relationship between past and modern society  How innovations from the past influence present life	Significant historical events (Form)  Causes and consequences of these events (Causation)
Specified concepts			Function Connection Change	Form Function Change	Form Change Connection	Change Connection Causation	Form Connection Change	Form Causation
Additional Concepts			Systems Movement Innovation	Need Structure Environment	Structure, Transformation	Evolution impact Structure	Civilization Evolution History	C

			<p>Knowledgeable : Students will build an understanding of different forms of transportation, why people travel, and how transportation has changed over time. They will apply what they learn to make connections between people, places, and movement.</p> <p>Reflective : Students will think about how transportation affects their own lives and the world around them. They will consider how movement has changed and how it helps people connect and grow.</p>	<p>Inquirer- Students will ask questions about different types of homes and why they are built in certain ways. They will Investigate how climate, location, and culture affect the design of homes. They will build model homes based on different environments, using design thinking.</p> <p>Caring- Students will show appreciation and respect for the diversity of homes people live in around the world.They will discuss how a home is not just a building but a place where people feel safe, loved, and included.</p> <p>Reflective- Students will reflect on what their own home means to them and how it meets their needs. They will compare their home to homes in other places and think about what is the same or different.</p>	<p>Knowledgeable:Students will gain knowledge about the unique physical features of different landforms and learn how and why do landforms change over time.</p> <p>Communicator:Students will present their research findings and share their past experiences of the various holiday trips in which they have seen different landforms change.</p>	<p>Inquirer: Students will inquire into past and present explorers.</p> <p>Knowledgeable: Students will gain knowledge about various discoveries and inventions that impacted the world.</p>	<p>Reflective :Students will reflect on their research and findings on human evolution from ancient civilizations to modern-day humans.</p> <p>Open-minded : Students will be open-minded to different ideas, perspectives and opinions that they will encounter during their research.</p>	<p>Knowledgeable : Students will gain knowledge about causes, consequences and impact of significant historical events.</p> <p>Reflective: Students will become reflective while understanding the impact of the historical events on their future.</p>
Learner Profile attributes								
Approaches To Learning			<p>Thinking skills : Students will explore how transportation systems work and how they have changed over time. They will ask questions, make connections, and apply their understanding to real-life situations related to movement and travel.</p> <p>Research skills : Students will use research skills to find out about different ways people travel, why they move from one place to another, and how transportation has transformed over time. They will observe, gather information, and organize their findings to deepen their understanding.</p>	<p>Research: Students will develop their research skills by using visuals, videos, or real-life walks to observe features of homes in different environments.</p> <p>Thinking : Students will develop their thinking skills by understanding why homes are built in certain ways by connecting climate and function (e.g., “A sloped roof helps when it rains a lot.</p>	<p>Research Skills: The students will develop their research skills when they inquire into various landforms and their physical features. They will collect information about how different landforms change.</p> <p>Social Skills: Students develop their social skills when they collaborate working in groups and sharing their views with others.</p>	<p>Research Skills: Students will develop their research skills by exploring various discoveries and inventions in past . They will collect information on various past and present explorers.</p> <p>Thinking skills: Students will be knowledgeable about past and present explorers.</p>	<p>Social Skills: Students will collaborate and enhance their social skills while working in groups and sharing their views with their peers. They learn to take feedback and appreciate other's work.</p> <p>Research skills : Students will adopt research techniques to learn more about the evolution of mankind and make connections with the present.They will collect information about scientific and technological innovations from ancient civilizations.</p>	<p>Research Skills: Students will adopt various research techniques while inquiring about significant historical events.</p> <p>Thinking Skills: Students will apply their thinking skills while identifying the impact of the events of the past on their present and future lives.</p>
Subject focus			<p>Literacy Numeracy Hindi</p>	<p>Literacy Numeracy Hindi Science SST</p>	<p>Literacy Numeracy Hindi Science SST</p>	<p>Science Numeracy Literacy Drama</p>	<p>Social Studies Science Literacy Numeracy Language-Hindi ICT Dance Visual Arts</p>	<p>S.st Language Drama- (Role play) Library</p>

An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing	Nursery	KG 1	KG 2	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
<i>Timeline</i>	December - March	July-September	July-September	September- October	July - August	July-August	July- August	July- August
Focus of exploration	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing	An inquiry into identity as individuals and as part of a collective through: physical health and well-being	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and health and well-being relationships and belonging learning and growing	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>
Central idea: The students understand that:	We learn about ourselves as we grow	Members of the community have roles and responsibilities to build connections.	Our relationships with family and friends help shape who we are and how we belong.	The lifestyle choices we make impact our health.	Understanding our rights and responsibilities helps us care for ourselves and others.	Understanding the interdependence of body systems leads to our well-being.	Our identity evolves through experiences, relationships, and self awareness.	Our choices help maintain a balance between various factors of health that lead to overall well-being.
Lines of inquiry: An inquiry into:	How our body changes with time  How we use our body and body parts	Social connections existing in communities  Roles and responsibilities of different members of communities: community helpers	Different types of families and their roles  How we care for and support each other  The importance of friendship and ways to build and maintain it	What healthy lifestyle looks like I am responsible for my health	What rights are and why they are important  Our responsibilities in different places (home, school, community)  How we listen to others and solve problems together	Functions of the different body systems  Interdependence of various body systems  Keeping our systems healthy	Factors that shape personal identity  The role of relationships and communities in developing a sense of belonging  Strategies for maintaining physical, emotional, and spiritual well-being	Factors impacting health Maintaining a balance between factors affecting health
Specified concepts	Change Function	Connection, Responsibility	Form Responsibility Connection	Form Responsibility	Form Responsibility Perspective	Function Connection Responsibility	Form Connection Responsibility	Connection, Responsibility
Additional Concepts	Growth Role	Relationships Role	Roles Respect Relationships	Impact Belief Values	Rights Identity Relationships Beliefs	Systems Interdependence Role	Identity Well being Relationships	Growth Health

Learner Profile attributes	<p>Open minded: Students will be respectful and will cherish their uniqueness.</p> <p>Balanced: Students begin to realise the importance of their body parts and will take care of them</p>	<p>Inquirer: Students become better inquirers while exploring the social connections that exist in communities, learn more about the roles and responsibilities of community helpers.</p> <p>Thinker: Students act as thinkers when they try to understand how communities work, what the roles and responsibilities of community helpers are.</p> <p>Communicator: Students develop as communicators when they listen to the shared information and share their understating of what communities are, who community helpers are and what their roles are. They discuss what the community helpers do and how important it is for everyone in the community.</p>	<p>Caring : Students will learn the importance of empathy, kindness, and compassion in building and maintaining relationships. They will explore how to support others emotionally and physically, especially within families and friendships.</p> <p>Open-minded : Students will explore different types of families and cultural practices, which requires respect for diversity. They will learn to appreciate differences and see value in multiple perspectives on family roles and friendship.</p>	<p>Communicators: Students will express their understanding of healthy lifestyle choices by actively participating in discussions, sharing personal routines, and listening respectfully to others' perspectives. They will communicate their ideas through presentations, drawings, journals, or role-plays—about how daily habits like eating, exercising, and sleeping affect health. They will also learn to ask questions and seek information to make informed decisions.</p> <p>Balanced: Students will explore what it means to be balanced by recognizing the importance of caring for their physical, emotional, and mental well-being. They will understand that eating nutritious food, getting</p>	<p>Principled - Students will be acting with integrity, honesty, fairness, and respect for the dignity and rights of people everywhere.</p> <p>Caring: Students will understand that all children have rights which will help them appreciate and empathize with others who may not have access to the same.</p>	<p>Caring: Students will demonstrate empathy and kindness, recognizing how relationships contribute to well-being.</p> <p>Balanced: Students will understand the importance of looking after all areas of their well-being: physical, emotional, and spiritual.</p> <p>Caring: Students will understand how to take care of their own body. Balanced: Students start realising the importance of balanced lifestyle and how the choices we make impact not just our but others' wellbeing as well.</p>	<p>Balanced: Students will understand the importance of good health and balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for themselves and others. Reflective:Students act as reflective people who are able to analyze different concepts, make assumptions, and conclusions and act based on the understanding they develop.</p>	
Approaches To Learning	<p>Self managment skill : Students will develop their self-management skills by exploring the functions of their different parts of the body</p>	<p>Self - management: Students develop their self-management skills by realizing the importance of every community member, how their roles and responsibilities impact the whole community and how being organized and considerate matters for the whole community.</p>	<p>Social skills : Students will develop social skills by learning how to interact kindly and respectfully with others, which will help them understand how we care for and support each other in families and friendships.</p> <p>Self-management skills : Self-management skills will support students in recognizing and managing their emotions, making responsible choices, and reflecting on how their behaviour affects others, which will strengthen their well-being and sense of belonging.</p>	<p>Self-management skills: Students will develop self-management skills by learning to make responsible choices that support their well-being. They will practice organizing their daily routines, such as eating healthy meals, exercising, and getting enough sleep. Through mindfulness, they will become aware of their emotions and how these affect their health. They will also work on balancing different activities in their day and begin to take responsibility for maintaining healthy habits consistently.</p>	<p>Self-management skills: Students will be developing their self-management skills by managing state of mind and emotional responses.</p> <p>Social Skills: Students will develop positive interpersonal relationships,learn to respect others and resolve conflicts.</p>	<p>Self - management skills: Students will learn how to manage and take responsibility for their health.</p>	<p>Social skills: Students will recognize and value others' contributions, ideas, and backgrounds. They will demonstrate empathy by considering how others might feel or experience a situation.</p> <p>Self-Management skills : Students will plan daily routines that support well-being. Students will develop healthy ways to express and regulate feelings</p>	<p>Thinking skills: Students will synthesize new understandings by finding unique characteristics; seeing relationships and connections. Self-management skills: Students will be aware of body–mind connections. They will use strategies to support concentration and overcome distractions.</p>
Subject focus	<p>Science Literacy Hindi Numeracy Drama PSPE</p>	<p>Literacy Numeracy Drama Visual Art Music</p>	<p>Litracy Numeracy Art Visual Hindi-</p>	<p>PSPE Dance Hindi ICT Music Student support Science Social studies Literacy Numeracy</p>	<p>Literacy Numeracy Social studies PSPE Visual Art Drama Student Support</p>		<p>PSPE Social Studies Literacy Visual Arts Language – Hindi Music Dance ICT Drama</p>	<p>Science Dance Music PSPE</p>

						Balanced: Students start realising the importance of balanced lifestyle and how the choices we make impact not just our but others' wellbeing as well.		
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WHO WE ARE