

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

	PYP 1 Grade 1	PYP 2 Grade 2	PYP 3 Grade 3	PYP 4 Grade 4	PYP 5 Grade 5
Timeline	April- May	July - August	July-August	July- August	August - October
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 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: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing
Central Idea	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	What healthy lifestyle looks like I am responsible for my health	What rights are and why they matter 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	Form Responsibility	Form Responsibility Perspective	Function Connection Responsibility	Form Connection Responsibility	Connection Responsibility
Additional Concepts	Impact Belief Values	Rights Identity Relationships Beliefs	Systems Interdependence Role	Identity Well being Relationships	Growth Health

	PYP 1 Grade 1	PYP 2 Grade 2	PYP 3 Grade 3	PYP 4 Grade 4	PYP 5 Grade 5
Learner Profile Attributes	<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 enough rest, engaging in physical activity, and managing emotions are all part of a healthy lifestyle. By practicing balance, students will begin to make responsible choices that support their overall health and well-being.</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 understand how to take care of their own body.</p> <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.</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>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.</p> <p>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>
Subject Focus & Integrations	<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.</p> <p>Self-management skills: Students will be aware of body–mind connections. They will use strategies to support concentration and overcome distractions.</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

	PYP 1 Grade 1	PYP 2 Grade 2	PYP 3 Grade 3	PYP 4 Grade 4	PYP 5 Grade 5
Timeline	July- August	April - May	November - December	February- March	July - August
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: 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	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.	Communities create systems for fair and responsible decision-making that influence people and society.
Lines of Inquiry	1- Different needs that urban and rural communities have- Function 2- Reasons why humans create systems to address community needs- Causation	Different types 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	How decision-making systems function in communities and organisations How responsible decisions and different perspectives affect communities and the environment
Specified Concepts	Function Causation	Form Responsibility	Form Connection Perspective	Form Connection Responsibility	Function Perspective Responsibility
Additional Concepts	Reasons Systems	System Structure Initiative	Conditions, Relevance	Structures Impact Economics	Role Opinion Justice

	PYP 1 Grade 1	PYP 2 Grade 2	PYP 3 Grade 3	PYP 4 Grade 4	PYP 5 Grade 5
Learner Profile Attributes	<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>	<p>Principled - Students act with fairness and honesty in decision-making, understand rules, and consider ethical choices within society.</p> <p>Communicator -Students express ideas confidently during debates, campaigns, voting discussions, and presentations while listening respectfully to others.</p> <p>Thinker -Students use critical and creative thinking skills to analyse situations, evaluate perspectives, and make responsible decisions.</p>
Approaches To Learning	<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>Social Skills : Students will be able to develop their social skills while working collaboratively in groups (class parliament, campaigns) , respecting different viewpoints and participating in fair decision-making through voting, discussion, and negotiation</p> <p>Communication Skills: Students will be able to develop their communication skills while speaking clearly during debates and presentations, writing persuasive texts such as speeches and posters and practising active listening during discussions and guest speaker sessions</p> <p>Thinking Skills : Students will be able to develop their thinking skills while analysing different viewpoints before making decisions, reflecting on the impact of decisions on people and the environment and generating solutions to community-related problems</p>
Subject Focus & Integrations	<p>ICT Drama- Improvisation with props Science Social studies Literacy Numeracy</p>	<p>Social Studies Science Literacy Numeracy Music</p>	<p>Social Studies Literacy Hindi Numeracy</p>	<p>Social Studies Literacy Numeracy ICT</p>	<p>Social Studies Hindi Visual Art Drama PSPE Numeracy Literacy</p>

	PYP 1 Grade 1	PYP 2 Grade 2	PYP 3 Grade 3	PYP 4 Grade 4	PYP 5 Grade 5
Timeline	September-October	February - March	Feb-March	January- February	October-November
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 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	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	Types of homes around the world- form How homes meet our needs- Function How homes have changed from the past to the present- change	How different landforms are connected to the environment and human life How and why landforms change over time	Why people explore Outcomes of exploration 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 Causes and consequences of these events
Specified Concepts	Form Function Change	Connection Change	Change Causation Connection	Form Connection Change	Form Causation
Additional Concepts	Need Structure Environment	Structure, Transformation	Evolution Structure impact	Civilization Evolution History	Structure Impact

	PYP 1 Grade 1	PYP 2 Grade 2	PYP 3 Grade 3	PYP 4 Grade 4	PYP 5 Grade 5
Learner Profile Attributes	<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>
Approaches To Learning	<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 & Integrations	<p>Literacy Numeracy Hindi Science SST</p>	<p>Literacy Numeracy Hindi Science SST ICT</p>	<p>Science Numeracy Literacy Drama</p>	<p>Social Studies Science Literacy Numeracy Language-Hindi Visual Arts</p>	<p>S.st Language Drama- (Role play) Library</p>

	PYP 1 Grade 1	PYP 2 Grade 2	PYP 3 Grade 3	PYP 4 Grade 4	PYP 5 Grade 5
Timeline	November- December	September - October	September-October	April- May	April - May
Focus of Exploration	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	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 helps explain how objects move and function in everyday life.	Exploring changes in states of matter helps us create innovative solutions for the world.
Lines of Inquiry	The properties of light How light can be used The importance of light	Different types of forces 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	How objects move and what affects movement Different types of forces and their effects How energy is used in our daily lives	Understanding changes between different states of matter Knowing Changes in states of matter leads to innovation
Specified Concepts	Form Function perspective	Form Causation Function	Change Function	Causation Function Form	Change Responsibility
Additional Concepts	Role , source	Forces Patterns Impact	Systems Transformation	Motion Forces Energy	Changes of state Physical and chemical changes Classification

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Learner Profile Attributes	<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, forces and laws of motion they explore in the unit. They will introduce, discuss and reflect on the same in different contexts.</p> <p>Thinker: Students will investigate how forces and energy affect movement through experiments and observations. They will apply critical thinking skills to predict outcomes, solve problems, and make connections between scientific concepts and everyday life.</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 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 & Integrations	<p>Literacy Numeracy Drama VA Science Social studies Music</p>	<p>Literacy Numeracy Science Music</p>	<p>Science Literacy ICT Numeracy</p>	<p>Science Literacy Numeracy PSPE Drama Music</p>	<p>Science Numeracy Literacy</p>

	PYP 1 Grade 1	PYP 2 Grade 2	PYP 3 Grade 3	PYP 4 Grade 4	PYP 5 Grade 5
Timeline	March-April	January - February	April-May	October- December	November - March
Focus of Exploration	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	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 Agency)
Lines of Inquiry	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	Form Change Connection	Function Responsibility	Form Connection Responsibility	Form Responsibility Perspective	—
Additional Concepts	Responsibility Change	Sustainability Resources Interdependence	Abundance Scarcity Settlement	Citizenship Rights and Responsibilities Equity	—

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Learner Profile Attributes	<p>Caring: 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>Reflective: 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>Reflective: Students will reflect on how they use resources, think about their impact on Earth, and find better ways to care responsibly.</p> <p>Caring: Students will show they are caring by using resources wisely, protecting nature, and taking small actions to help people and the planet.</p> <p>Knowledgeable: Students will demonstrate they are knowledgeable by understanding different resources, how we use them, and how our choices affect sustainability.</p>	<p>Caring: Students will get opportunities to show that they care about conserving environment.</p> <p>Reflective: Students will reflect on their role and actions to balance the ecosystem.</p>	<p>Principled: 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>Balanced: 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>	—
Approaches To Learning	<p>Social Skills: 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>Research skills: Students will use their research skills to inquire into the different kinds of resources and how to use them effectively.</p> <p>Thinking Skills: The students will use their critical thinking skills to understand how to make informed choices which can lead to a sustainable future.</p>	<p>Thinking Skills: Students will use their critical thinking skills to understand their responsibility towards conservation of environment.</p>	<p>Social skills: 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>	—
Subject Focus & Integrations	<p>Literacy Numeracy Hindi Science Social studies</p>	<p>Literacy Numeracy Hindi Music Science Social Studies</p>	<p>Social Studies Literacy Visual Art Numeracy</p>	<p>Social Studies Literacy Numeracy Visual Arts</p>	—

	PYP 1 Grade 1	PYP 2 Grade 2	PYP 3 Grade 3	PYP 4 Grade 4	PYP 5 Grade 5
Timeline	January- March	November and December	Jan-Feb	August- October	February - March
Focus of Exploration	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	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	Exploring and appreciating different cultures helps people become global citizens.	People use stories to express ideas, emotions, and perspectives	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	Cultures are diverse What being a global citizen means	Different forms and elements of storytelling. How stories connect people, emotions, and experiences.	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	Perspective Form	Form Connection	Function Perspective Form	Causation Perspectives Connection	Form Function
Additional Concepts	Belief Descriptive	Creativity Expression Communication Opinion	Communication Influence	Expression Creativity Communication	Forms of energy Properties Uses

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Learner Profile Attributes	<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>Communicator: Students will be expressing ideas, sharing opinions, and collaborating during discussions about technology and digital communication. They will learn to communicate responsibly and effectively using different forms of technology while listening to and respecting diverse viewpoints.</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: 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>

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Subject Focus & Integrations	Literacy Numeracy PSPE Music Dance Social studies	PSPE Social Science Literacy Numeracy Visual Arts Music Dance Hindi ICT Drama	Social Studies Literacy Visual Art Drama Music Hindi	Science Music ICT Literacy Dance	Science Drama Dance Music Visual Art

HOW WE EXPRESS OURSELVES