

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

	WY 2 Nursery	WY 3 LKG	WY 4 UKG
<b>Timeline</b>	December - Mid March	July-September	July-September
<b>Focus of Exploration</b>	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
<b>Central Idea</b>	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.
<b>Lines of Inquiry</b>	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
<b>Specified Concepts</b>	Change Function	Connection, Responsibility	Form Responsibility Connection
<b>Additional Concepts</b>	Growth Role	Relationships Role	Roles Respect Relationships
<b>Learner Profile Attributes</b>	Open minded: Students will be respectful and will cherish their uniqueness.  Balanced: Students begin to realise the importance of their body parts and will take care of them	Inquirer: Students become better inquirers while exploring the social connections that exist in communities, learn more about the roles and responsibilities of community helpers. Thinker: Students act as thinkers when they try to understand how communities work, what the roles and responsibilities of community helpers are. Communicator: Students develop as communicators when they listen to the shared information and share their understanding 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.	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.  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.

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

	WY 2 Nursery	WY 3 LKG	WY 4 UKG
<b>Timeline</b>	July - August	—	—
<b>Focus of Exploration</b>	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	—	—
<b>Central Idea</b>	Routines and systems help us stay organized and safe.	—	—
<b>Lines of Inquiry</b>	<ol style="list-style-type: none"> <li>1. Our daily routines at home and school</li> <li>2. Our roles and responsibilities in the classroom</li> <li>3. Safety systems at home and school</li> </ol>	—	—
<b>Specified Concepts</b>	Function Responsibility Causation	—	—
<b>Additional Concepts</b>	Organization Routine Systems	—	—
<b>Learner Profile Attributes</b>	<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>	—	—

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

	WY 2 Nursery	WY 3 LKG	WY 4 UKG
<b>Timeline</b>	—	—	February-May
<b>Focus of Exploration</b>	—	—	An inquiry into histories and orientation in place, space, and time through: periods, events, and artifacts communities, heritage, culture, and environment <b>natural and human drivers of movement, adaptation, and transformation</b>
<b>Central Idea</b>	—	—	Transportation connects people and places.
<b>Lines of Inquiry</b>	—	—	Ways people travel  Why people move from one place to another  Changes in transportation over time
<b>Specified Concepts</b>	—	—	Function Connection Change
<b>Additional Concepts</b>	—	—	Systems Movement Innovation
<b>Learner Profile Attributes</b>	—	—	<p><b>Knowledgeable :</b> 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><b>Reflective :</b> 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>

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

	WY 2 Nursery	WY 3 LKG	WY 4 UKG
<b>Timeline</b>	Year long unit - July - May	February-May	—
<b>Focus of Exploration</b>	—	An inquiry into the understandings of the world and phenomena through: patterns, cycles, systems diverse practices, methods, and tools <b>discovery, design, innovation, possibilities, and impacts</b>	—
<b>Central Idea</b>	—	Materials around us help us to meet our daily needs.	—
<b>Lines of Inquiry</b>	—	Natural material, their properties and usage Changes in materials for specific purposes	—
<b>Specified Concepts</b>	—	Form Change Function	—
<b>Additional Concepts</b>	—	Properties, Reform, Reuse	—
<b>Learner Profile Attributes</b>	—	<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>	—

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

	WY 2 Nursery	WY 3 LKG	WY 4 UKG
<b>Timeline</b>	September - November	December-February	December-February
<b>Focus of Exploration</b>	An inquiry into the interdependence of human and natural worlds through: - rights, <b>responsibilities, and dignity of all</b> - pathways to just, peaceful, and reimagined futures - <b>nature, complexity, coexistence, and wisdom</b>	<a href="#">An inquiry into the interdependence of human and natural worlds through nature, complexity, coexistence, and wisdom.</a> 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 <b>nature, complexity, coexistence, and wisdom</b>
<b>Central Idea</b>	People take responsibility to care for animals	Plants and Humans co-exist to sustain life on Earth.	Animals interact with people and their environment in different ways.
<b>Lines of Inquiry</b>	Characteristics and needs of animals How people care for animals Our responsibilities for the well-being of animals	1- What role humans and plants play on earth 2- How plants and human depend on each other	1- Different animals live in different environments. 2- Animals need certain things to survive. 3- People's actions can affect animals and their environments.
<b>Specified Concepts</b>	Change Connection Responsibility	Connection Responsibility	Form Function Causation
<b>Additional Concepts</b>	Empathy	Role Interdependence	Care Relationships Environment
<b>Learner Profile Attributes</b>	Caring: Students will become caring towards animals and will explore that they share the planet with animals too.  Thinker: Students become thinkers who are able to think and take actions on how to take better care of different animals.  Principled: 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.	Caring: 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.  Balanced: 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.	Caring: Students will become caring by showing kindness and care towards animals and their environments.  Thinkers: Students will become thinkers by exploring how animals survive and how people's actions can affect them.

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

	WY 2 Nursery	WY 3 LKG	WY 4 UKG
<b>Timeline</b>	Mid March -May	September-November	September-November
<b>Focus of Exploration</b>	An inquiry into the diversity of voice, perspectives, and expression through: 1. inspiration, <b>imagination, creativity</b> 2. <b>personal, social, and cultural notes and practices of communication</b>	<b>An inquiry into the diversity of voice, perspectives, and expression through:</b> inspiration, imagination, creativity <b>personal, social, and cultural notes and practices of communication</b>	An inquiry into the diversity of voice, perspectives, and expression through: Inspiration, imagination, creativity <b>Personal, social and cultural modes and practices of communication</b> Intentions, perceptions, interpretations and responses
<b>Central Idea</b>	We use different creative ways to express ourselves.	Celebrations across the world help people express themselves.	Stories connect us to people and places.
<b>Lines of Inquiry</b>	Creative forms in which we can express ourselves  Choice of form in which 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
<b>Specified Concepts</b>	Form Perspectives	Perspective, Causation	Form Perspective Function
<b>Additional Concepts</b>	Communication Opinion	Culture, Values, Reasons	Structure Identity Communication
<b>Learner Profile Attributes</b>	Communicators: Students will be exploring different ways of expression their ideas and feelings, their understanding of the world around them becoming better communicators.  Risk-takers: Students will start behaving as risk takers trying to experiment on how they can express themselves in different ways.  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.	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.  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.	Communicator : Students will express themselves through stories and listen to others' stories using multiple forms — oral, visual, dramatic, or written.  Open-minded Students will explore and appreciate different stories, cultures, and perspectives, building empathy and respect for diversity.