

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Pre- nursery	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
<b>Focus of exploration:</b>	An inquiry into the ways how we discover the world around us; how we express our ideas and feeling.	An inquiry into the ways in which we express ourselves and enjoy our creativity.	An inquiry into culture and values while appreciating and enjoying human creativity.	An inquiry into different cultures, beliefs and values, appreciation of others' perspectives	An inquiry into the ways in which we express ideas, feelings enjoying and extending our creativity.	An inquiry into and reflection on the ways in which we express beliefs and values through creativity.	An inquiry into the ways in which we reflect on, extend and enjoy our creativity appreciating aesthetics	An inquiry into the ways in which we express and reflect on ideas and feelings through media.
<b>Central idea:</b>	We use different ways of expression ideas and feelings about the things we discover around us.	People use different creative ways to express themselves.	People appreciate their culture and celebrate important events in many creative ways.	People become global citizens by exploring and appreciating different cultures, their beliefs and values.	People enjoy using different forms of art to creatively express their feelings and ideas.	People share their culture, beliefs and values in different creative ways.	We start appreciating aesthetics when we reflect on and enjoy different forms of creative expression.	Media is a powerful tool for influence and expression.
<b>Key concept/s:</b>	Function, Perspectives	Form, Perspective	Perspective, Causation	Form, Perspective	Form, Perspective	Form, Perspective	Function; Form	Responsibility, Function
<b>Related concept/s:</b>	Communication, Opinion	Structure, Views	Culture, Values, Reasons	Descriptive, Beliefs	Pattern, Opinion	Characteristics, Beliefs	Role, Characteristics	Citizenship, Role
<b>Lines of inquiry:</b>	1. How we discover the world around us using our senses 2. The different ways we can express our ideas and feelings	1. Creative forms in which we can express ourselves 2. How the choice of the form we express ourselves depends on what we enjoy doing	1. Why people have special celebrations 2. The different ways we celebrate special events	1. Cultures, their values and beliefs are different 2. What being a global citizen means	1. The creative forms in which people express themselves 2. How perspectives vary when interpreting creativity	1. The creative forms in which people can share their culture 2. How local art can represent the cultural values and beliefs of people	1. Different forms of creative expression 2. The role of reflection in the choice of the form of expression 3. Aesthetic appreciation as a result of reflection on creative ways of expression	1. Forms and purpose of media. 2. How media is used to influence the community.
<b>LP attributes:</b>	<b>Communicators:</b> Students will be exploring different ways of expression their ideas and feelings, their understanding of the world around them becoming better communicators. <b>Risk-takers:</b> Students will start behaving as risk takers trying to experiment on how they can express themselves in different ways. <b>Open minded:</b> 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.	<b>Open Minded:</b> Students will learn to listen to and respect others' views and opinions. They will show they are open minded to the different ways in which people express themselves. <b>Risk-takers:</b> Students will show the attribute of a learner as a risk-taker by trying new and different ways of expressing themselves in given contexts. <b>Communicator:</b> Students act as better communicators using a variety of ways to express themselves and share their perspectives.	<b>Open Minded:</b> 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. <b>Risk-takers:</b> 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.	<b>Open minded:</b> Students will understand and appreciate different cultures and be open to the perspectives, beliefs and values of others. <b>Risk-takers:</b> Students will act as risk-takers trying to see themselves as global citizens who are able to be open minded, who are open to trying and exploring different ways of doing things and who enjoy the learning coming from this kind of exposure.	<b>Communicator:</b> Students will understand and express ideas, share information confidently and creatively in a variety of communication modes. <b>Risk-takers:</b> Students act as risk takers when sharing their own perspectives on ways of creative sharing and creative exposure. They take the risk of sharing their own interpretations of creativity thus becoming more confident and open minded learners.	Open minded: Students will understand and appreciate various art forms and be open to the perspectives, beliefs and values connected with these art forms showing the characteristics of a certain culture. <b>Risk takers:</b> Students act as risk takers when trying to introduce their own local culture with the ways of creative expression to others. They bring the same to the notice of the global community and share their own values and perspectives with others with the confidence that others have much to learn from the exposure.	<b>Thinker:</b> Students act as thinkers when they inquire into the ways of expressing ideas creatively and when they evaluate which choice can be aesthetically appreciated. <b>Risk-takers:</b> Students will display their risk taking attribute as learners while showing their own ways of interpretation what aesthetic appreciation means to them, what they see as a cultural value.	<b>Principled:</b> Students will demonstrate the attribute of being principled by realizing the importance of using media responsibly. <b>Communicator:</b> Students will display the attribute of being a communicator and expressing their thoughts/ views/ ideas
<b>ATL:</b>	<b>Communication skills: Exchanging information:</b> 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.	<b>Communication Skill:</b> Students will express and communicate their views, feelings and emotions through the use of different creative ways of expression.	<b>Social Skills:</b> Students will develop their social skills while working in groups and learning how to respect each other. <b>Communication Skill:</b> 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.	<b>Communication Skills:</b> Students will enhance their communication skills through the learning experiences requiring not only careful listening but also communication/sharing of views with others to understand different perspectives around the world cultures. They will become more confident in exchanging thoughts, messages and information in an effective way.	<b>Communication Skills:</b> Students will develop their communication skills while exploring different forms of art as ways of communicating ideas, perspectives, feelings and emotions.	<b>Communication skills:</b> Students will develop the communication skills through the learning experiences when they explore, learn and share their views on various art forms and their connections with cultural beliefs and values.	Thinking Skills: Students will develop their reflective and critical thinking skills while exploring the different forms of expression, analysing and making decisions on the choice of the form to express their own ideas, perspectives and values.	<b>Communication skills:</b> Students will enhance their communication skills by understanding and expressing ideas and information confidently and creatively. <b>Thinking skills - Critical thinking:</b> Students will be able to analyze and evaluate the information related to the impact of media. They will also assess the credibility of the sources of information used.
<b>Subject Focus</b>	Visual art, English, Music, Dance	Music Dance Visual Art Drama	English Math Music Dance	English Math Music Dance Drama SST	Performing Arts-Visual Art, Dance, Music, English, Drama	Art	Art , Design, English	<b>Hindi</b> - Advertisements - their impact and influence on people using different forms of media <b>ICT</b> - digital citizenship/responsible use of media <b>Art</b> - Expressing through art/posters
<b>Unit timeline</b>	<b>Week 11 to Week 20</b>	<b>Week 22 to Week 30</b>	<b>Week 11- Week 21</b>	<b>Week 18 to Week 25</b>	<b>Week 6 to Week 10</b>	<b>Week15 to Week21</b>	<b>Week 36 to Week 40</b>	<b>Week 21 to Week 25</b>

**Sharing the planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	Pre- nursery	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5 (PYPX 2023-24)
<b>Focus of exploration:</b>	An inquiry into sharing resources with other living things	An inquiry into human responsibilities when sharing resources with other living things	An inquiry into responsibilities to share finite resources with other people and with other living things	An inquiry into relationships of people and other living things	An inquiry into the struggle to share finite resources	An inquiry into the responsibilities of sharing resources within and between communities	An inquiry into the conflicts arising when sharing resources among humans	Action towards SDG at Local and/or global levels
<b>Central idea:</b>	There are different creatures sharing the world with us (insects).	Humans should be responsible and empathetic towards animals that share the planet with us.	Plants and people co-exist interdependently supporting life on earth.	Living things change their roles and responsibilities to adapt and co-exist.	The ways we use resources can impact the sustainability of the world.	Communities need to share resources responsibly to ensure equal access to opportunities.	Resource scarcity can become a reason for the caused conflicts among humans.	
<b>Key concept/s:</b>	Form	Responsibility	Function	Change, Responsibility	Causation, Responsibility	Responsibility	Causation, Connection	
<b>Related concept/s:</b>	Structure, similarities and differences	Empathy	Role, Interdependence	Adaptability, Role	Impact, Initiative	Role	Reasons	
<b>Lines of inquiry:</b>	1. Insects around us (structure and types) 2. We live with insects side by side (where do we see them)	1. What our responsibilities towards pets and farm animals are 2. How we can take care of wild animals and their needs.	1. How parts of plants function 2. What role humans and plants play on earth 3. How plants and human depend on each other	1. Why and how living things change and adapt to given environment 2. What our role and responsibilities are to co-exist with other living things	1. Human choices can impact the environment negatively. 2. Change in the human attitude can lead to sustainability.	1. Roles that resources play in our lives 2. We are responsible for equal sharing of resources	1. How the lack of resources can impact peoples' lives 2. How the need for more resources brings in conflict	
<b>LP attributes:</b>	<b>Inquirers:</b> In this unit students will be inquiring into different insects: where they learn about their similarities and differences, the colours of insects. They will start showing curiosity and will develop their critical thinking skills.  <b>Knowledgeable:</b> Students become knowledgeable learners who can identify some insects, know about them some facts, can describe the colour, their similarities and differences.	<b>Thinker:</b> Students become thinkers who are able to think and take actions on how to take better care of different animals.  <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.	<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.  <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.	<b>Caring:</b> Students as learners, will show care and responsibility towards the environment, they begin to realise how important it is to take good care of others be it a living or non living thing.  <b>Reflective:</b> This unit makes learners more reflective while they explore human roles and responsibilities towards other living and non-living things on our planet.	<b>Reflective:</b> Students will reflect on making better choices which can lead to sustainability.  <b>Caring:</b> Students become more caring while understanding the importance of our choices in taking care of the world we live in.	<b>Reflective:</b> Students will be able to give thoughtful consideration to various problems posed on equal sharing of resources and will be able to reflect on the suggestion to ensure equal access to opportunities.  <b>Caring:</b> Students will develop a caring attitude towards the world around them and be more caring personalities valuing everything surrounding them.	<b>Inquirer:</b> Students will research the reasons for conflicts that arise when sharing resources with other countries. They will also inquire into the impact of the scarcity of resources.  <b>Knowledgeable:</b> Students become more knowledgeable by learning different facts about resources, how their availability impacts different countries and about the reasons for conflicts.	<b>Risktaker:</b> Students will be risk-takers while getting out of their comfort zones to inquire into a new topic and take appropriate action for the chosen inquiry.  <b>Inquirer:</b> Students will nurture their curiosity, developing skills for inquiry and research. They will learn independently and with others. They will learn with enthusiasm and sustain their love of learning throughout life.
<b>ATL:</b>	<b>Research skills:</b> Students start developing their research skills when exploring and discovering different insects around them.	<b>Thinking Skills:</b> Students will use their critical thinking skills to find out solution and ways of taking care of the animals and their resources.	Thinking skills: 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.	<b>Social Skills:</b> Students will develop their social skills through the learning activities which require collaborative work, team work to be able to show care and empathy for others.	<b>Research skills:</b> Students will use their research skills to inquire into the different kinds of resources and how to use them effectively.  <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.	<b>Thinking Skills:</b> Students will use their critical thinking skills to understand their responsibility towards equal sharing of world resources.	Communication skills: Students will develop the communication skills while exchanging information through reading, writing and using language to gather and communicate information about the availability of natural resources in different countries. They will be able to communicate their understanding of reasons for conflicts between countries while sharing these resources and the impact of having/ not having resources in a country.	<b>Self-management:</b> Students will demonstrate their organization skills while managing time and tasks effectively  <b>Communication:</b> Students will enhance their communication skills by sharing their thoughts and the information they collect and the presentations prepared to speak/discuss the understanding of their inquiry.
<b>Subject Focus</b>	Dance, Music, Math, English, Visual art	Visual Art Dance Music English Math	English Math Visual Art - Drawing	English Math Hindi Visual Art Science	English, Social Studies, Hindi, ICT	Social Studies Math	Social studies Math, English	
<b>Unit timeline:</b>	Week 31 - Week 40	Week 31 - Week 40	Week 22 to Week 32	Week 26 – Week 33	Week 27- Week 33	Week29-Week 35	Week 13 to Week 20	Week 26 week 30

### How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Pre- nursery	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
<b>Focus of exploration:</b>		An inquiry into the natural world	Inquiry into the natural world, the interaction between the natural world and humans	Inquiry into the natural world and its laws	An inquiry into the interaction between the natural world and humans, how technological advances impact the environment	An inquiry into the understanding of scientific principles and technological advancement	Inquiry into the impact of scientific and technological advances on society and on the environment. (service project)	An inquiry into the interaction between the natural world and the human society, the impact of our interaction on the environment.
<b>Central idea:</b>		The natural cycles of Earth influence the living things and their activity.	People use natural materials considering their specific features and possible changes they can undergo.	Knowing the sources of light and laws of its traveling, we can better understand its role and impact on our life.	Humans create technologies which impact the world around us.	The evolution of machines and their functions have brought changes in our lives.	Technological and scientific advances can impact the society development and can change the environment.	Human interaction with natural resources may cause malfunctioning of natural systems.
<b>Key concept/s:</b>		Causation, Change	Form, Change	Causation, Function	Form, Responsibility	Function, Change	Perspective, Change	Function, Causation
<b>Related concept/s:</b>		Sequence, Cycles	Properties, Reform, Reuse	Source, Role	Properties, Role	Systems, Transformation	Viewpoints, Development	Systems, Impact
<b>Lines of inquiry:</b>		1. Natural cycles of day and night, seasons 2. The change in behaviour/activities of living things in response to cycle changes	1. Natural materials and their properties 2. Changes in materials for specific purposes	1. The sources of light and how it travels. 2. Light as an important resource for life.	1. Technologies created by humans that impact the world in different ways (Air, water) 2. Our role and responsibilities for using technology to reduce humans negative impact on the environment. (air, water)	1.Changes in the function and system of machines 2. How the evolution of machines has changed our lives	1. Advancement of science and technology 2. The impacts of the technological and scientific advancements 3. How to use the advancements to ensure positive impacts	1. How humans interact with natural resources 2. Why natural systems malfunction 3. The impact of the system malfunction on the environment and us
<b>LP attributes:</b>		<b>Knowledgeable:</b> Students become more knowledgeable by exploring the cycles of day and night and how seasons sequence. They also learn more about the ways living things respond to such changes with their activities, behaviour. <b>Inquirer:</b> Students will explore the causes of day and night, the sequence of seasons and their impacts through real life experiences and observations, inquire into things around them. <b>Reflective:</b> Students become more reflective by analysing the impact the natural cycles have on our lifestyles and behaviour.	<b>Reflective:</b> 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. <b>Knowledgeable:</b> Students become more knowledgeable learning facts about different materials, their features and use. <b>Principled:</b> 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.	<b>Inquirer:</b> Students will become better inquirers by exploring the sources of light, the ways it travels, its uses and the impact on our daily life. <b>Thinker:</b> Students act as thinkers when exploring the sources of light and trying to understand the ways it travels, the use of light in everyday life and the importance it has in our lives.	<b>Thinker:</b> Students grow as thinkers exploring how technology created by human can have both positive and negative impact on the air and water quality. They will also think about their own roles and responsibilities for reducing the negative impact on the world around us. <b>Principled:</b> Students act as more principled learners trying to be responsible when it comes to the use of technology and caring about the world around us.	<b>Thinkers:</b> Students will use their thinking skills to understand how different kinds of machines work and they will apply their learning to create some simple machines. <b>Communicators:</b> Students become better communicators due to the learning experiences of the unit when they share, discuss, present their perspectives, ideas, when they listen to and present the information they get related to the concepts they study.	<b>Reflective:</b> Students become reflective learners by exploring the possible implications of technological and scientific advancements to ensure positive impact on our lives and on the environment. <b>Knowledgeable:</b> Students become more knowledgeable by getting more information/facts related to the concepts they explore in the unit. They become able to introduce, discuss and reflect on the same in different contexts.	<b>Caring:</b> The students will acquire a caring attitude towards natural resources and the environment realising their roles and responsibilities for keeping the natural systems function as they are to. <b>Thinker:</b> The students will think about how we can effectively use the natural resources for our everyday needs without causing harm to the environment.
<b>ATL:</b>		<b>Research Skill:</b> Students will develop their research skills while gathering information from different resources related to the earth natural cycles and seasonal changes, how people behave and how their actions are changed. <b>Self Management skills:</b> Students develop a better understanding of how to manage their day activities and how to take care of themselves in different seasons.	<b>Research Skills:</b> Students will develop their research skills while gathering information about different materials, their properties and their use by humans in their daily lives. <b>Thinking Skills:</b> 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.	<b>Research Skills:</b> The students will enhance their research skills by exploring different sources of light and by conducting experiments to understand how light travels.	<b>Thinking skills:</b> Students will develop their thinking skills while exploring different technologies which are having impact on the world around us. They will inquire into the possible human interventions which can make the environment less impacted in a negative way as a result of human actions. <b>Communication Skills:</b> Students will develop their communication skills while spreading awareness of and advocating for the reduction of pollution and improvement of the condition of the environment.	<b>Self-management skills:</b> Students will develop their self-management skills through various individual and group activities designed in the unit of inquiry to help them learn how to collaborate and cooperate with others, how to negotiate and how to manage their time, plan things and follow instructions and guidelines. <b>Thinking skills:</b> 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.	<b>Research skills:</b> Students will develop their research skills while gathering and recording certain data, synthesizing and interpreting, evaluating and communicating the same. They will analyze the impact of the use of technological and scientific advancements to provide their recommendations for the need of using certain strategies to improve the situation and to leave a positive impact on the environment.	<b>Thinking:</b> Students will develop and use their thinking skills to reflect on how far human actions can impact the environment, what are the ways to make the impact less negative. <b>Self management skills:</b> Students will develop their self-management skills by restricting unnecessary consumption of resources with which lessening the negative impact on the environment.
<b>Subject Focus</b>		Math English Visual Art	Math, English, Art P.E	Math English Science Hindi	Science, ICT	Science	Science, English	Drama - role play Guest Speaker - Speaker on sustainability English: Opinion line up
<b>Unit timeline</b>		<b>Week 11 to Week 21</b>	<b>Week 33 to Week 40</b>	<b>Week 9 to Week 17</b>	<b>Week 34 to Week 40</b>	<b>Week 8 to Week14</b>	<b>Week 21 to Week 28</b>	<b>Week 6 to Week 10</b>



### Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.	Pre- nursery	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
<b>Focus of exploration:</b>					An inquiry into places: homes and journeys	An inquiry into time and place: discoveries, explorations from local and global perspectives	An inquiry into the personal histories, relationships between individuals, their interconnectedness	An inquiry into civilizations and migrations of humankind
<b>Central idea:</b>					Change in the place of living brings to a transformation of human lifestyle impacting the form and structure of our homes.	Explorations and discoveries impact people and places	Personal histories help us trace our roots and make connections between the past and the present.	Human migration has different causes and impacts human perspectives
<b>Key concept/s:</b>					Form, Change	Form, Causation	Connection	Causation, Perspective
<b>Related concept/s:</b>					Structure, Transformation	Impact, Pattern	Interconnectedness	Impact, Beliefs
<b>Lines of inquiry:</b>					1. Places on Earth: landforms 2. Different places have different forms and structures of homes 3. Journeys transform lifestyles of people	1.Explorations in the past and present 2.Reasons and impact of explorations	1. How everyone's personal history connects us with the past of our family 2. The connections of the past and present allows better understanding of human development	1. The reasons why people migrate 2. How and why migration impacts our perspectives
<b>LP attributes:</b>					<p><b>Knowledgeable:</b> Students will gain knowledge about different landforms and how moving from one place to another affects the lifestyle of people.</p> <p><b>Communicator:</b> Students become better communicators sharing their knowledge with each other, discussing the concepts studied and sharing the stories about journeys and lifestyles of people in different parts of the world.</p>	<p><b>Inquirer:</b> Students will inquire into the explorations and discoveries in the past and the impact of these explorations on our present day world.</p>	<p><b>Inquirer:</b> Students will inquire into personal histories leading to ancient civilization. They will become better inquirers developing better understanding how to link things they learn from their inquiries to get a more complete understanding of concepts inquired into.</p> <p><b>Communicator:</b> Students show themselves as better communicators while they communicate their understanding of beliefs and values of their ancestors to build a strong nation, how these beliefs and values connect us with our past and how these values have changed over time.</p>	<p><b>Open minded:</b> Students will develop empathetic attitude and a wider perspective with regard to the challenges faced by the migrants thus becoming more open minded people.</p> <p><b>Knowledgeable:</b> Students become more knowledgeable and reflect on the causes of migration, the impact it may have on the native and the host country.</p>
<b>ATL:</b>					<p><b>Research Skills:</b> The students develop their research skills when they inquire into various landforms and their physical features. They collect, record, organize data and draw conclusions about how different landforms impact the structure of homes.</p> <p><b>Social Skills:</b> Students develop their social skills when they collaborate working in groups and sharing their views with others.</p>	<p><b>Research skills:</b> Students will be researching about various exploration and discoveries of the past and present. They will be collecting, recording and organizing the data to draw conclusions about the impact of explorations on people and places.</p>	<p><b>Thinking Skills:</b> Students will develop critical thinking skills while exploring their personal histories and family tree, the values and beliefs that their ancestors wanted to develop as nation builders. They will analyze and make connections between the past and the present and how it has changed over time.</p>	<p><b>Social:</b> Students collaborate and enhance their social skills while working in groups and sharing their views with others.</p> <p><b>Communication skills:</b> Students develop their communication skills through sharing their perspectives in class related to migration, having discussions on the causes and possible impacts on human life.</p>
<b>Subject Focus</b>					English, ICT, Social studies, Maths	English, Social studies	English, Social Studies	<p><b>Music:</b> Impact of migration on the perspective of people</p> <p><b>S.St. - Culture</b></p> <p><b>PSHE - Migration in sports and games</b></p>
<b>Unit Timeline</b>					Week 11 to Week 19	Week 22 to Week 28	Week 29 to week 35	Week 11 to Week 15

Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	Pre- nursery	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
<b>Focus of exploration:</b>	An inquiry into the nature of self	An inquiry into the relationships of families and friends	An inquiry into human relationships: social connections: Communities.	An inquiry into values and beliefs (lifestyle choices) that impact the physical and personal health.	An inquiry into the human well-being: mental health.	An inquiry into social relationships: our rights, roles and responsibilities in the community as an individual	An inquiry into what means to be human: concept of global citizen	An inquiry into human spiritual health
<b>Central idea:</b>	I am responsible for the changes that happen with me.	People are connected with their family members and friends who play an important role in their lives.	Communities create social connections where each member has his/her own role and responsibilities.	The values and beliefs people have about the choices of healthy lifestyle impact their physical and personal health.	Taking care of physical health can improve our mental health.	The social well-being of the community depends on the rights, roles and responsibilities of its members.	People can function as global citizens when they understand their own rights and responsibilities.	Our spiritual health depends on the choices of relationships we have with others.
<b>Key concept/s:</b>	Change, Responsibility	Connection, Function	Connection, Responsibility	Perspective, Causation	Connection, Causation	Connection, Responsibility	Form, Responsibility	Connection, Responsibility
<b>Related concept/s:</b>	Growth, Development, Role	Relationships, Role	Relationship, Role	Values/beliefs; Impact	Relationships, Reasons	Interdependence, Role	Function, Rights	Relationships, Initiative
<b>Lines of inquiry:</b>	1. Our body is changing 2. We can help our body develop and grow	1. The relationships and roles of family members in people's lives 2. My connections with friends and their role in my life	1. Social connections existing in communities 2. Roles and responsibilities of different members of communities: community helpers	1. What healthy lifestyle looks like 2. How lifestyle choices impact our health	1. The relationships between physical and mental health. 2. Factors that influence human well-being: mental health	1. Social well-being: descriptive of socially healthy community 2. Social wellbeing and our roles and responsibilities for the same.	1. Who can be called a global citizen 2. The rights and responsibilities of a global citizen	1. Different relationships and their impact 2. The choices impacting my spiritual health
<b>LP attributes:</b>	<b>Inquirer:</b> Students develop as inquirers who feel curious about the world around them and explore their body, what parts it has and how these parts function.	<b>Caring:</b> Students show how caring they are by expressing their love and care towards people who are part of their lives such as friends and family. <b>Balanced:</b> Students begin to realise the importance of leading a balanced life where there is place for everyone: family members, friends and for their own selves.	<b>Inquirer:</b> Students become better inquirers while exploring the social connections that exist in communities, learn more about the roles and responsibilities of community helpers. <b>Thinker:</b> Students act as thinkers when they try to understand how communities work, what the roles and responsibilities of community helpers are. <b>Communicator:</b> 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.	<b>Balanced:</b> Students begin acting as people with more balanced attitudes when they understand the importance of physical and personal health and how mind and body help us to keep balance in their lives for a healthy lifestyle. <b>Communicator:</b> Students are becoming better communicators by sharing their own perspectives, discussing their ideas, sharing their knowledge with others trying to understand what healthy lifestyle is and how it impacts our lives.	<b>Balanced:</b> Students start to understand the importance of the factors which keep our mind and body healthy in order to achieve our mental well being. They begin making balanced choices to ensure their own and others' wellbeing.	<b>Reflective:</b> Students become more reflective as the learning they have in the unit keeps challenging them to think about the factors that impact social wellbeing and how the choices we make every day bring to certain consequences. <b>Balanced:</b> Students start realising the importance of balanced lifestyle and how the choices we make impact not just our but others' wellbeing as well.	<b>Principled:</b> Students become more principled knowing their rights and responsibilities, they develop their sense of fairness and justice and realise the importance of acting with integrity and honesty. <b>Balanced:</b> Students will recognize the interdependence of people and why global citizens should have a balanced approach in every aspect to ensure everyone's well being.	<b>Balanced:</b> Students will be balanced and understand the importance of emotional balance to achieve personal well-being for themselves and others. <b>Reflective:</b> Students act as reflective people who are able to analyze different concepts, make assumptions, and conclusions, and act based on the understanding they develop.
<b>ATL:</b>	<b>Social Skills:</b> Students develop their social skills while interacting with others as part of their unit learning experiences. They explore the connections and relationships between the family members and friends and learn how to behave with them. Their exploration of their own roles and responsibilities allows them to develop their interpersonal skills.	<b>Social skills:</b> Students develop their social skills when exploring their relationships with family members and friends and the ways they can make their interpersonal connections positively enhanced.	<b>Self - management:</b> 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.	<b>Self-management skills:</b> Students will be developing their self-management skills by becoming more organized, more responsible for their own actions and choices and will make changes in their own lifestyle.	<b>Self-management skills:</b> Students will be developing their self-management skills by learning to make informed choices to ensure their and others' physical and mental wellbeing.	<b>Self - management skills:</b> Students will learn how to manage and take responsibility for their social health. <b>Social skills:</b> Students will develop their social skills with the help of the learning experiences which would make them more self and socially aware.	<b>Social skills:</b> Students will identify how interconnected they are with their fellow humans and will develop positive interpersonal and social relationships.	<b>Self-management skills:</b> Students develop their self-management skills by understanding how important it is to be considerate, empathic, and tolerant to have good relationships with others. They will take some initiative to apply their understanding to build healthy relationships. <b>Social skills:</b> Students develop their social skills by exploring the different ways they can bring positive impact in their relationships with others. They reflect on their choices which may bring spiritually healthy relationships.
<b>Subject Focus</b>	Math, English, Visual art, Dance	English Math Visual Art PSHE	English Math Hindi Drama	English Math Visual Art PSHE Science	PSHE, English, Hindi, Science	Social Studies, PSHE	Social studies , English ,	<b>Emotional learning</b> - Sensory corners to calm down <b>Dance</b> - Dance/movement therapy to improve mental health <b>English</b> - reading comprehension <b>Hindi</b> - Nukkad natak on the importance of spiritual health/ importance of relationships <b>PSHE</b> - Meditation for spiritual health.
<b>Unit timeline</b>	<b>Week 1 to Week 10</b>	<b>Week 1 to Week 10</b>	<b>Week 1 to Week 10</b>	<b>Week 34 to Week 40</b>	<b>Week 20 to Week 26</b>	<b>Week 1 to Week 7</b>	<b>Week 1 to Week 6</b>	<b>Week 1 to Week 5</b>

### How we organise ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Pre- nursery	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
<b>Focus of exploration:</b>	An inquiry into human-made systems			An inquiry into the interconnectedness of human-made systems and communities	An inquiry into the structure and functions of organizations	An inquiry into the economic activities.	Inquiry into economic activities and their impact on humankind and the environment.	An inquiry into the functions of organizations and societal decision-making
<b>Central idea:</b>	People created transport systems to be able to move from one place to the other.			People create systems to address a variety of community needs.	People create structured organizations to function as systems that meet the community needs.	The conditions that cause economic activities happen are relevant to the community needs.	Economic activities of humans lead to inventions which impact both humankind and the environment.	The role of organizations leads to transformation in society.
<b>Key concept/s:</b>	Causation, Connection			Connection, Causation	Function, Form	Connection, Causation	Causation, Connection	function, Change
<b>Related concept/s:</b>	Reason, Systems			System, Reasons	System, Structures	Conditions, Relevance	Impact, Interconnectedness	Role, transformation
<b>Lines of inquiry:</b>	1. Transport systems (air, land, water) 2. How we use transport systems 3. Why we use different transport types			1. Needs that communities have 2. Why humans create systems 3. How systems help to address community needs	1. Organizations, their structures and functions 2. How organizations meet the community needs. 3. Community helpers and their roles and responsibilities	1. What needs communities have 2. What economic activity is 3. What needs are addressed with economic activities	1. Inventions caused by economic activities 2. How inventions impact humankind 3. How inventions impact the environment	1. Role of organizations 2. Transformation in society.
<b>LP attributes:</b>	<b>Reflective:</b> Students start becoming reflective learners by trying to identify the reasons for having transport system and how it works.  <b>Principled:</b> While learning about transport they will also look into the common rules of safety. This will help them to become more principled in following rules and behaving while being in public places.  <b>Thinkers:</b> Students act as thinkers when they think how transport works and think about the reasons for having it.			<b>Knowledgeable:</b> Students become more knowledgeable learning different facts about communities, what needs they have, what systems exist to meet those.  <b>Principled:</b> Students act as principled learner who are able to identify their own role in the community and feel responsible for things they do. They follow the rules and regulations introduced in the community.	<b>Inquirers:</b> Students will become inquirers with an effort to learn more about different community organizations, their structures and functions as well as about people who work there and serve as community helpers.  <b>Open- Minded:</b> Students will demonstrate open-mindedness considering how important every role and responsibility is in the community. They will appreciate community helpers and what they do becoming more open minded in the sense of the job choices and roles performed in different organizations.	<b>Knowledgeable:</b> Students will learn about production, demand and supply to understand the economic world in which they live.  <b>Principled:</b> Students will have a better understanding of how being fair, principled matters when speaking about the economic development of the community.	<b>Thinker:</b> Students act as critical thinkers while they analyze the economic reasons for inventions which impact the humans and the environment. They also think how to ensure that the impact is not negative.  <b>Principled:</b> Students show themselves as principled learners when they reflect on the ethical aspects of the inventions, how they impact humankind. They act as principled people when making choices to use different innovative technologies which may impact the environment negatively.	<b>Inquirers:</b> Students act as inquirers studying different organizations, how they act, and their role in societal decision making.  <b>Reflective:</b> Students become reflective while understanding the transformation in the society as a result of the role played by various organisations.
<b>ATL:</b>	<b>Thinking skills:</b> Students will develop their reflective skills while exploring the transport systems, why they were created and how we use them.  <b>Self-Management skills:</b> Students will develop their self-management skills by identifying the rules they need to follow for safety reasons while using transport and understanding how they need to behave when in public places.			<b>Thinking skills:</b> The students will enhance their critical and reflective thinking skills by exploring different systems in the community and how they help them to meet their needs.	<b>Research Skills:</b> Students will develop their research skills while finding out information about the structure and functions of organisations as community systems.  <b>Thinking Skills:</b> The students will enhance their critical and reflective thinking skills by understanding the role of various community helpers in various community organisations.	<b>Social skills:</b> Students will develop their social skills while exploring how communities have economic activities. They will be looking into real life situations, interact with community members and realise their roles and responsibilities in the community while being part of this social organization.  <b>Self-management skills:</b> Students will understand the need of time management and how regulating self can minimise the wants and focus on needs.	<b>Thinking Skills:</b> Students will be analysing the reasons for inventions and will critically evaluate the impact inventions have on humans and the environment. They will also reflect on how they can reduce the negative impact ensuring the environment is protected.  <b>Self management skills:</b> Students will develop their self-management skills by acting as responsible individuals who are concerned with the environment and their inventions do not leave negative impact.	<b>Research skills:</b> Students develop their research skills by collecting information about different world organisations, and their work on various issues.  <b>Self-management skills:</b> Students develop their self-management skills by organizing their time and representing their information in an effective way.
	English, Math, Visual Art, Dance, Music, PSHE			English Math Visual Art Dance PSHE	English, ICT	Social Studies, Math	Social Studies, English,	PSHE
<b>Unit timeline</b>	<b>Week 21 to Week 30</b>			<b>Week 1 to Week 8</b>	<b>Week 1 to Week 5</b>	<b>Week 36 to week40</b>	<b>Week 7 to Week 12</b>	<b>Week 16 to Week 20</b>