

CURRICULUM and PROGRAM

INFORMATION for PARENTS

EARLY AGE



PYP1

School Year 2011-2012

Green Land - Pré Vert International School - Egypt

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All these documents will be available on the school website. www.greenlandschool.org

Primary Years Program at a glance

What is the Primary Years Program (PYP)?

It is a transdisciplinary program of international education designed to foster the development of the whole child.

The International Baccalaureate Primary Years Program (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.



The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

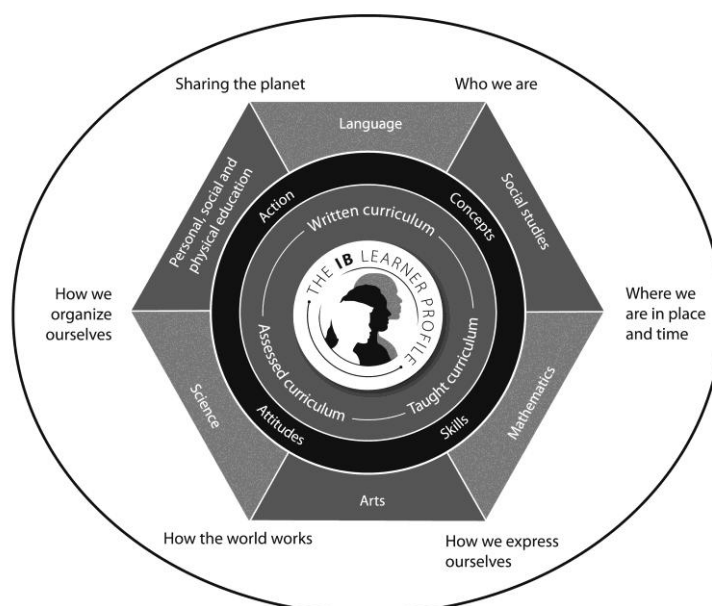
Curriculum documents are published in English, French and Spanish but schools may offer the program in other languages under certain conditions.

The PYP is one of three programs offered by the International Baccalaureate (IB).

What is the curriculum framework?

The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude, action. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas.

This is illustrated by the hexagon below.



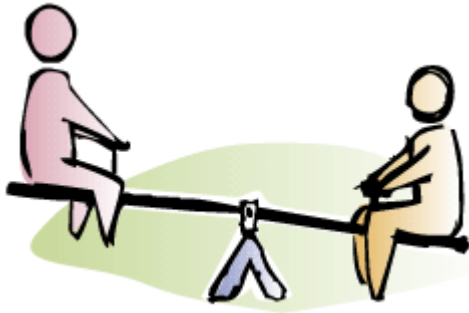
The curriculum framework is further structured around three interrelated questions.

- What do we want to learn? *The written curriculum.*
- How best will we learn? *The taught curriculum.*
- How will we know what we have learned? *The learned curriculum.*

How are students assessed?

Teachers assess students by selecting or designing methods of assessment appropriate to the learning outcomes they intend to capture.

Teachers also take into account the diverse, complicated and sophisticated ways that individual students use to develop and demonstrate their understanding.



The prime objective of assessing students' learning and performance is to give feedback to:

- students—to encourage the start of lifelong learning
- teachers—to support their reflection on what to teach and how to teach it
- Parents—to highlight their child's learning and development.

Who can offer the program ?

Only IB World Schools (schools authorized by the IB) and candidate schools can offer the Primary Years Programme (PYP).

There are three phases to becoming an IB World School, authorized to offer the PYP.

- **Consideration phase: feasibility study and identification of resources**

The school makes an in-depth analysis of the philosophy and curriculum, and identifies the resources needed to deliver it.

- **Candidate phase: trial implementation period**

The school puts in place all the processes and resources needed to deliver the program, including the training of teachers. The school must then implement the full program for at least one year.

- **Final phase: school visit by an IB visiting team**

At the end of the trial period, a delegation appointed by the IB visits the school and evaluates the school's capacity to deliver the program. If the outcome is positive, the school becomes authorized to offer the program and attains the status of IB World School.

The school's delivery of the program is evaluated by the IB three years after authorization and then every five years.



Are teachers trained to teach the program?

Teachers receive training before and after a school becomes authorized to teach the program.



Before a school becomes authorized to teach the program, the principal, coordinator and teachers involved are required to undergo training; either by attending IB workshops or by participating in school-based training organized by the IB.

After a school becomes authorized, the teachers are encouraged to engage in an ongoing process of professional development by:

- attending IB workshops and conferences
- participating in online discussion and special events on the IB's website for teachers, the [online curriculum centre](#) (OCC)
- reviewing relevant support materials published by the IB online and/or in print
- responding to appeals from the IB for teachers to participate in other curriculum-related activities (eg curriculum reviews, collecting samples of students' work).

How do I find out more?

You find more information: www.ibo.org

(retrieved from the IBO website, September 2008)

Overall expectations

PYP1

Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. Children are given the opportunity to:

- communicate thoughts, ideas and feelings and build up relationships with adults and with each other;
- incorporate communication, language and literacy development in planned activities in each area of learning;
- share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- link language with physical movement in action songs and rhymes, role play and practical experiences such as cookery and gardening;
- see adults writing and children to experiment with writing for themselves through making marks, personal writing symbols and conventional script;
- providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups;

Oral language—Listening and Speaking

Listening and speaking are natural, developmental processes that infants and young children are immersed in from their earliest experiences. Almost all children arrive at school with an impressive command of their mother-tongue language. However, the expectations and approach to language development in school is often very different from the successful learning environment the child has previously experienced. In the transition from home to school, or from one school to another, it is important to acknowledge the language profile of the individual and build on previous learning in ways that are positive and productive.

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers. A balanced program will provide meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning to understand the world around them. Oral language involves recognizing and using certain types of language according to the audience and purposes (for example, the language used at home, the language of the classroom, the language of play, the language of inquiry, conversations with peers, giving instructions, interpreting creative texts, the language of fantasy, the language of different generations, of different times and places).

In an inquiry-based learning environment, oral language exposes the thinking of the learner. It is a means by which “inner speech” (Vygotsky 1999) can be communicated and shared to negotiate and construct meaning and develop deeper levels of understanding.

Speaking

Children will be able to:

- Use words and/or gestures, body language such as eye contact and facial expression, to communicate and to express ideas
- Use simple statements and questions often linked to gestures
- Use intonation, rhythm and phrasing to make their meaning clear to others
- Have emerging self-confidence to speak to others about wants and interests
- Use the mother tongue (with translation, if necessary) to express needs and explain ideas
- Use simple grammatical structures
- Ask simple questions, often in the form of 'where' or 'what'
- Talk alongside others, rather than with them. Use talk to gain attention and initiate exchanges. Use action rather than talk to demonstrate or explain to others
- Initiate conversation, attend to and take account of what others say, and use talk to resolve disagreements
- Describe main story settings, events and principal characters
- Question why things happen, and give explanations
- Initiate a conversation, negotiate positions, pay attention to and take account of others' views

Children will be able to extend their vocabulary, exploring the meanings and sounds of new words:

- Use familiar words, often in isolation, to identify what they do and do not want
- Use vocabulary focused on objects and people who are of particular importance to them
- Name classmates, teachers and familiar classrooms and playground objects
- Build up vocabulary that reflects the breadth of their experiences
- Begin to experiment with language describing possession
- Extend vocabulary, especially by grouping and naming
- Use vocabulary and forms of speech that are increasingly influenced by experience of books

Children will be able to speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'

- Use isolated words and phrases and/or gestures to communicate with those well known to them
- Begin to use more complex sentences
- Use a widening range of words to express or elaborate ideas
- Link statements and stick to a main theme or intention
- Consistently develop a simple story, explanation or line of questioning
- Use language for an increasing range of purposes
- Confidently talk to people other than those who are well known to them
- Use action, sometimes with limited talk, that is largely concerned with the 'here and now'
- Use talk to give new meanings to objects and actions, treating them as symbols for other things
- Use talk to connect ideas, explain what is happening and anticipate what might happen next
- Use talk, actions and objects to recall and relive past experiences

Listening

Children will be able to

- Listen to favorite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases
- Respond to simple instructions
- Listen to others in one-to-one/small groups when conversation interests them
- Listen and respond to picture books, showing pleasure and demonstrating their understanding through gestures, expression and/or words
- Listen to and enjoy stories read aloud; show understanding by responding in oral or visual form
- Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning

- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- Understand simple questions and respond with actions or words
- Follow classroom directions and routines, using context cues
- Follow classroom instructions, showing understanding

Goals for linking sounds and letters

- Enjoy rhyming and rhythmic activities
- Distinguish one sound from another
- Show awareness of rhyme and alliteration
- Recognize rhythm in spoken words
- Continue a rhyming string
- Hear and say the initial sound in words and know which letters represent some of the sounds
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

Visual language—Viewing and Presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. The receptive processes (viewing) and expressive processes (presenting) are connected and allow for reciprocal growth in understanding; neither process has meaning except in relation to the other. It is important to provide a balanced program with opportunities for students to experience both viewing and presenting. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual texts may be paper, electronic or live, observable forms of communication that are consciously constructed to convey meaning and immediately engage viewers, allowing them instant access to data. Examples of visual texts are: advertisements, brochures, computer games and programs, websites, movies, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organizers, cartoons and comics. Learning to interpret this data, and to understand and use different media, are invaluable life skills.

Acquiring skills related to information and communication technology (ICT) and visual texts is significant because of their persuasive influence in society. It is important to learn how visual images influence meaning and produce powerful associations that shape the way we think and feel. Opportunities that invite students to explore the function and construction of images facilitate the process of critically analyzing a range of visual texts. Learning to understand and use different visual texts expands the sources of information and expressive abilities of students.

Children will be able to:

- Attend to visual information showing understanding through play, gestures, facial expression, discussions, role play
- Reveal their own feelings in response to visual presentations, for example by showing amusement, curiosity, surprise, show empathy for the way others might feel
- Recognize familiar signs, labels and logos, for example, pedestrian, walking sign, emergency exit sign, identify similarities and differences
- Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products
- Make personal connections to visual texts, for example, a picture book about children making friends in a new situation
- Use body language in mime and role play to communicate ideas and feelings visually
- Select and incorporate colors, shapes, symbols and images into visual presentations
- Realize that shapes, symbols and colors have meaning and include them in presentations
- Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favorite pages

Reading

Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, and the text itself. It begins to happen when the young learner realizes that print conveys meaning and becomes concerned with trying to make sense of the marks on the page. The most significant contribution parents and teachers can make to success in reading is to provide a captivating range of picture books and other illustrated materials to share with beginning readers. Enthusiasm and curiosity are essential ingredients in promoting the desire to read. Children of all ages need to experience and enjoy a wide variety of interesting, informative, intriguing and creative reading materials.

Reading helps us to clarify our ideas, feelings, thoughts and opinions. Literature offers us a means of understanding ourselves and others, and has the power to influence and structure thinking. Well-written fiction provides opportunities for learners to imagine themselves in another's situation, reflecting on feelings and actions, and developing empathy. The ability to read and comprehend non-fiction is essential for the process of inquiry. As inquirers, learners need to be able to identify, synthesize and apply useful and relevant information from text. Teachers should provide a balance between fiction and non-fiction, to meet the range of learning needs and interests of their students.

Children learn to read by reading. In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers.

Children will be able to:

- Listen to, enjoy and join in with stories and poems, one-to-one and also in small groups
- Choose and 'read' picture books for pleasure
- Show interest in illustrations and print in books and print in the environment
- Ask questions about pictures or text
- Begin to be aware of the way stories are structured
- Have favorite books
- Express opinions about the meaning of a story
- Handle books carefully
- Suggest how the story might end
- Know information can be relayed in the form of print
- Hold books the correct way up and turn pages
- Understand the concept of a word
- Enjoy an increasing range of books
- Begin to recognize some familiar words
- Know that information can be retrieved from books and computers
- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how
- Distinguish between pictures and written text, for example, can point to a picture when asked

Writing

Writing is a way of expressing ourselves. It is a personal act that grows and develops with the individual. From the earliest lines and marks of young learners to the expression of mature writers, it allows us to organize and communicate thoughts, ideas and information in a visible and tangible way. Writing is primarily concerned with communicating meaning and intention. When children are encouraged to express themselves and reveal their own "voice", writing is a genuine expression of the individual. The quality of expression lies in the authenticity of the message and the desire to communicate. If the writer has shared his or her message in such a way that others can appreciate it, the writer's intention has been achieved.

Over time, writing involves developing a variety of structures, strategies and literary techniques (spelling, grammar, plot, character, punctuation, voice) and applying them with increasing skill and effectiveness. However, the writer's ability to communicate his or her intention and share meaning takes precedence over accuracy and the application of skills. Accuracy and skills grow out of the process of producing meaningful communication. Children learn to write by writing. Acquiring a set of isolated skills will not turn them into writers. It is only in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.

Children will be able to:

- Draw and paint, sometimes giving meanings to marks
- Ascribe meanings to marks
- Enjoy writing and value their own efforts
- Differentiate between illustrations and written text
- Show curiosity and ask questions about written language
- Begin to discriminate between letters/characters, numbers and symbols

Handwriting

Children will be able to:

- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using gross motor movement
- Manipulate objects with increasing control
- Begin to use anticlockwise movement and retrace vertical lines

Mathematics **Data Handling** **Statistics and Probability**

Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.

Data can be collected, organized, represented and summarized in a variety of ways to highlight similarities, differences and trends; the chosen format should illustrate the information without bias or distortion.

Children will be able to:

- Sort real objects by attributes, create graphs using real objects, and compare quantities.
- They will discuss and identify outcomes that will happen, that will not happen or that might happen.
- Understand that information about themselves and their surroundings can be obtained in different ways

Measurement

To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.

Children will be able to:

- identify and compare attributes of real objects, and events in their realm of experiences
- understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder
- understand that events in daily routines can be described and sequenced, for example, before, after, bedtime, story time, today, tomorrow
- understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year

Shape and Space

The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) world.

Children will be able to:

- Understand that common language can be used to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down
- sort, describe and compare 3-D shapes, and explore the paths, regions and boundaries of their immediate environment and their position.

Pattern and Function

To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called "functions". This builds a foundation for the later study of algebra.

Children will be able to:

- find, describe and create simple patterns in their world
- understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature
- describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers
- extend and create patterns

Number

Our number system is a language for describing quantities and the relationships between quantities. For example, the value attributed to a digit depends on its place within a base system. Numbers are used to interpret information, make decisions and solve problems. For example, the operations of addition, subtraction, multiplication and division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculating depends on how the result will be used.

Children will be able to:

- read, write, count compare and order numbers to 20.
- number relationships to 10, develop a sense of 1:1 correspondence and conversation of number.
- select and explain an appropriate method for solving a problem.
- Recognize groups of zero to five objects without counting
- Use the language of mathematics to compare quantities, for example, more, less, first, second

Science

Students will develop their observational skills by using their senses to gather and record information, and they use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific and vocabulary.

Social Studies

Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practice applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Personal, Social and Physical Education

Students will develop an awareness of their self-identity and recognize some of their strengths and weaknesses. They will show self-confidence and self-worth. They will learn to recognize and communicate their own feelings and emotions in an appropriate way. They will reflect on their own abilities and behavior. Students will show awareness of healthy lifestyle choices. They will develop a sense of safety and an ability to protect themselves from danger and abuse. Students will show increasing independence, and they will approach learning with flexibility, creativity and commitment. They will develop social skills when interacting with others in different situations, and they will develop and maintain appropriate relationships. They will show awareness of and respect for the views, needs, rights and differences of others. They will become aware of different ways of dealing with conflict situations.

Physical Education

Physical education offers children the opportunity to explore the capabilities of their bodies to solve simple problems, tackle appropriate physical challenges, manipulative equipment or apparatus, and express themselves in a range of situations. Children will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. Children will become aware of safe behavior practices when engaging in physical activities; recognize the importance of fair play, cooperative behaviors and the ability to function as part of a group. Children will be introduced to some of the ways exercise affects their bodies.

Children will have the opportunity to identify and reflect upon big ideas" by making connections between the question asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

- **Health-related activities**

Students will be aware of some of the elements of a healthy lifestyle (rest, well-balanced nutrition, exercise and so on) and that it is important to be physically active. They will recognize some basic changes that occur to their bodies when exercising and be made aware of safety aspects when exercising.

- **Body control and spatial awareness**

Students will develop their spatial awareness, gross motor skills and creative skills through movement.

- **Athletic activities**

Students will learn a variety of movements and associated vocabulary, for example, jump, hop, slide, rock, exploring different ways of moving on the floor and on apparatus. They will create small movement patterns, holding their bodyweight in stillness using various body part as bases. They will be introduced to one or two basic skills, for example, a pin jump. They will explore different ways of moving with small equipment.

- **Games**

Students will explore coordination, manipulation and balance in a range of games. They will travel in different ways, maintaining body control, changing speed and direction of movement. They will handle small equipment using various body parts. They will participate in, and follow instructions for, simple games requiring little or no equipment.

- **Movement to music**

Students will explore non- locomotor and locomotor skills (including travelling, changing direction, altering pathways, and transferring weight) using music as a stimulus. They will use their imagination and original ideas to respond to a range of stimuli to express feelings and moods and be introduced to short sequences using basic step patterns.

- **Adventure challenge**

Students will explore and develop the ability to solve tasks individually, in pairs or in small groups

Drama

Students will work together, share ideas and begin to make group decisions. They will listen and respond positively to the suggestions of others. Students will welcome the variety of cultural backgrounds inherent within their group, and the dramas they develop. They will develop an awareness and acceptance of difference in traditions, celebrations, beliefs and behavior. Students will use drama to explore concepts in the units of inquiry taken from the program of inquiry, and they will be introduced to teacher-in-role. Students will use a variety of stimuli to initiate classroom play and make believe activities. They will develop the confidence to create their own dramas through play, and to share these with others where appropriate. Students will be willing and eager to explore movement and space using music and other stimuli. Where possible, students will be exposed to a variety of performance and presentation experiences, and they will discuss what they have seen and experienced.

Music

Music is the study and exploration of sound and the expressive use of musical elements through the singing of songs and the playing of instruments. Students will join together in musical activities, using their voices and simple instruments to develop concepts about sound and musical awareness. They will participate, both individually and in groups, in games, songs, and creative movement activities. Students will develop musical ideas in composition using musical notation. They will begin to develop awareness and appreciation of music from different cultures.

Visual Arts

Students will enjoy working both individually and in small groups. They will begin to develop an understanding of the varied functions and uses of different materials and tools. They will learn to choose the best materials and tools for a particular task and to care for them appropriately.

(Retrieved September 2009 de © IBO 2009 MAKING THE PYP HAPPEN, language, maths, natural science, human science, PSPE.,, the arts scope and sequen ce)

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
3-4 PYP1	<p>Central idea (Unit 1) [Year long] Increasing awareness of our personal characteristics and abilities, and those of others, allows our self-identity to develop.</p> <p>Key concepts: form, perspective, reflection</p> <p>Related concepts: identity, relationships</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Physical, social and emotional characteristics My role within my family Recognizing similarities and difference between myself and others 	No unit studied at this grade level	<p>Central idea (Unit 4) We use play to express our feelings and ideas and in order to come to new understandings.</p> <p>Key concepts: function, connection, perspective</p> <p>Related concepts: beliefs, representation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Communicating through play Imaginative use of everyday materials Games and toys 	No unit studied at this grade level	<p>Central idea (Unit 2) Communities function more effectively when rules and routines are shared with all members.</p> <p>Key concepts: responsibility, causation, reflection</p> <p>Related concepts: community, system</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Various communities we belong to Purposes of rules and routines Reaching agreements 	<p>Central idea (Unit 3) Plants are a life-sustaining resource for us and for other living things</p> <p>Key concepts: form, change, connection</p> <p>Related concepts: interdependence, systems</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> What plants provide for us and for other living things The structure of a plant Caring for plant life
4-5 PYP2	<p>Central idea (Unit 2) Friendships enrich our lives and require nurturing in order to develop.</p> <p>Key concepts: causation, responsibility</p> <p>Related concepts: conflict, cooperation, interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How friends are made and kept Why friends are needed Characteristics that develop healthy friendships 	No unit studied at this grade level	<p>Central idea (Unit 1) Stories inform and provoke us; they give us pleasure.</p> <p>Key concepts: connection, perspective, reflection</p> <p>Related concept: communication</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> What a story is What stories convey How stories are created and shared Feelings and emotions that stories evoke 	<p>Central idea (Unit 3) Our activity is usually connected to the earth's natural cycles.</p> <p>Key concepts: change, connection</p> <p>Related concepts: Cycles, Interaction</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Night and day cycles (dark and light) Seasonal changes Health and safety as related to climate and seasonal changes 	<p>Central idea (Unit 4) Transportation systems are directly related to the need of a community.</p> <p>Key concepts: function, connection</p> <p>Related concepts: Systems</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Specific purpose of different transportation systems Factors that affect the kinds of systems that can be developed Relationship between transportation systems and the environment 	<p>Central idea (Unit 5) Living things have certain requirements in order to grow and stay healthy.</p> <p>Key concepts: Function, responsibility</p> <p>Related concepts: Classification, living and non living</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Characteristics of living things Our needs and the needs of other living things Our responsibility for the well being of other living things

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
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5–6 PYP3	Central idea (Unit 5) The human body is a complex and valuable machine Key concepts: form, function, responsibility Related concepts: Growth Lines of inquiry <ul style="list-style-type: none"> Parts of the body and their importance The function of the different parts of the body How to take care of our body 	Central idea (Unit 3) Toys have changed throughout time Key concepts: form, function, change Related concepts: Evolution Lines of inquiry <ul style="list-style-type: none"> Toys' development Toys' materials Function and role of toys 	Central idea (Unit 4) People all over the world recognize important events through celebrations and traditions. Key concepts: form, perspective Related concepts: beliefs, culture, values Lines of inquiry <ul style="list-style-type: none"> What traditions are How and why people celebrate Similarities and differences between various celebrations 	Central idea (Unit 1) All living things go through a process of change. Key concepts: change, connection Related concepts: cycles, transformation Lines of inquiry <ul style="list-style-type: none"> Life cycles How living things change over their life time Developmental stages of various living things 	Central idea (Unit 6) In a workplace people share responsibility towards a common purpose Key concepts: connection, causation, function Related concepts: cooperation, employment Lines of inquiry <ul style="list-style-type: none"> Purpose of a workplace Interconnectedness of people in a work place Importance of a shared vision or common purpose 	Central idea (Unit 2) People interact with, use and value the natural environment in different ways. Key concepts: causation, responsibility, reflection Related concepts: conservation, interdependence, order Lines of inquiry <ul style="list-style-type: none"> Local natural environment Human use of the local environment Actions that benefit or harm the local environment
6–7 PYP4	Central idea (Unit 5) Homes reflect personal identity and local culture. Key concepts: form, connection, perspective Related concepts: creativity, diversity Lines of inquiry <ul style="list-style-type: none"> The concept of home Different types of homes Circumstances that determine where people live 	Central idea (Unit 2) Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from Key concepts: causation, change Related concepts: development, (growth) family Lines of inquiry <ul style="list-style-type: none"> Ways of documenting personal history Personal change from birth to present: self and family Reflecting on past experience 	Central idea (Unit 6) People can express their feelings through music. Key concepts: form, function Related concepts: Interpretation, genres Lines of inquiry <ul style="list-style-type: none"> Different instruments Music around the world Music as a mean of expression 	Central idea (Unit 4) Understanding the way materials behave and interact determines how people use them Key concepts: function, change Related concepts: behaviour, prediction Lines of inquiry <ul style="list-style-type: none"> Behaviour and uses of materials Changing properties of materials Manipulation of materials for specific purposes 	Central idea (Unit 1) Schools are organised to help us learn and live together Key concepts: function, connection, responsibility Related concepts: right, role Lines of inquiry <ul style="list-style-type: none"> The school buildings and grounds Different jobs in schools School's systems and rules Duties and responsibilities 	Central idea (Unit 3) In the life cycles of many animals, adults care for their young Key concepts: function, connection, responsibility Related concepts: adaptation, growth Lines of inquiry <ul style="list-style-type: none"> Animals' life cycle The particular needs of young animals The ways animals, care for their young

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7–8 PYP5	<p>Central idea (Unit 4) We discover the world and ourselves with our senses</p> <p>Key concepts: form, function, responsibility</p> <p>Related concepts: adaptation, behaviour</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The role of each sense Compensation of one sense by another How to protect our senses 	<p>Central idea (Unit 6) Journeys create change and can lead to new opportunities.</p> <p>Key concepts: causation, change</p> <p>Related concepts: choice</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Types of journeys people make Choices and decisions involved in making a journey Changes experienced because of a journey 	<p>Central idea (Unit 2) Through the arts people use different forms of expression to convey their uniqueness as human beings.</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: perception, self-expression</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The diverse ways in which people express themselves How everyone can express their uniqueness through the arts The role of art in culture and society 	<p>Central idea (Unit 3) Understanding the properties of air allows people to make practical applications.</p> <p>Key concepts: causation, function</p> <p>Related concepts: force, energy</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The evidence of the existence of air What air can do and how we use it The relationship between air, light and sound. 	<p>Central idea (Unit 5) People invent tools to measure time in order to organise themselves</p> <p>Key concepts: form, function, change</p> <p>Related concepts: organisation, responsibility</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Invention of tools to measure time The development of these tools Importance of measure of time Organisation of our time 	<p>Central idea (Unit 1) Over time, living things need to adapt in order to survive.</p> <p>Key concepts: change, connection</p> <p>Related concepts: adaptation, evolution</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Concept of adaptation Circumstances that lead to adaptation How plants and animals adapt or respond to environmental conditions
8–9 PYP6	<p>Central idea (Unit 2) Making balanced choices about daily routines enables us to have a healthy lifestyle</p> <p>Key concepts: function, causation, reflection</p> <p>Related concepts: balance, well-being</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Daily habits and routines (hygiene, sleep, play, eating) Balanced choices Consequences of choices 	<p>Central idea (Unit 1) Family histories provide an insight into cultural and personal identity.</p> <p>Key concepts: change, reflection</p> <p>Related concepts: chronology, history, tradition</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Family ancestry Artefacts, heirlooms or rituals that have meaning in a family Similarities and differences between generations within a family 	<p>Central idea (Unit 5) A variety of signs and symbols facilitates local and global communication.</p> <p>Key concepts: form, connection</p> <p>Related concepts: culture, media, pattern</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Signs and symbols Reasons for the development of communication systems Specialized systems of communication 	<p>Central idea (Unit 4) Human survival is connected to understanding the continual changing nature of the Earth.</p> <p>Key concepts: causation, change, connection</p> <p>Related concepts: erosion, geology, tectonic plates, movement</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How the different components of the earth are interrelated How the Earth has changed and is continuing to change Why the Earth changes Human response to the Earth's changes 	<p>Central idea (Unit 6) Systems need to be in place to maintain organisation in communities</p> <p>Key concepts: connection, responsibility</p> <p>Related concept: systems, organisation interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The concept of organisation Different systems of organisation that we use personally Different systems of organisation in our community Collection storage and use of information for organisation 	<p>Central idea (Unit 3) Water is essential to life, and is a limited resource for many people.</p> <p>Key concepts: function, responsibility</p> <p>Related concepts: conservation, equity, processes</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Sources of water and how water is used What happens to water after we have used it Distribution and availability of usable water Responsibilities regarding water

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9–10 PYP7	<p>Central idea (Unit 2) What we believe is a part of who we are.</p> <p>Key concepts: perspective, reflection</p> <p>Related concepts: diversity, perception</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> What we believe How beliefs influence the way we behave The impact of religion and spiritual traditions on society 	<p>Central idea (Unit 5) Exploration leads to discovery and develops new understandings</p> <p>Key concepts: form, perspective, reflexion</p> <p>Related concepts: consequences, discovery, geography</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Reasons for exploration (historical and personal) Feelings and attitudes associated with exploration What we learn through exploration Methods of navigation 	<p>Central idea (Unit 6) The power of advertising influences our choices</p> <p>Key concepts: function, perspective</p> <p>Related concepts: interpretation, symbolism, culture</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The use of persuasive language, images and sound in advertising The effect of advertising on our everyday choices The connection between advertisement and the target group 	<p>Central idea (Unit 3) Energy may be converted from one form to another and stored in various ways.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: conservation, transformation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Forms of energy The storage and transformation of energy Conservation of energy Renewable and sustainable energy 	<p>Central idea (Unit 1) Pollution is nowadays part of our life</p> <p>Key concepts: form, change, responsibility</p> <p>Related concepts: lost materials, behaviour</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Different types of pollution Effects of pollution on our life Natural disaster Different sources of pollution 	<p>Central idea (Unit 4) Biodiversity relies on maintaining the interdependent balance of organism within systems</p> <p>Key concepts: form, function, change, responsibility</p> <p>Related concepts: adaptation, diversity, responsibility</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Interdependence within ecosystems, biomes and environments Ways in which organisms are interconnected in nature How human interaction with environment can affect the balance of the systems
10–11 PYP8	<p>Central idea (Unit 5) All animals have life cycles characterized by physical change and changing roles</p> <p>Key concepts: form, change, connection</p> <p>Related concepts: reflection, responsibility, perspective</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The major phases in the life cycles of animals The similarities and the differences between life cycles in different animal species The changes in our bodies as we grow including those associated with puberty Our role and responsibility during the different stages 	<p>Central idea (Unit 3) Past civilizations shape present day systems and technologies.</p> <p>Key concepts: causation, change, perspective</p> <p>Related concepts: continuity, progress, technology</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Aspects of past civilizations that have survived Reasons these systems and technologies developed Why modern societies continue to use adaptations of these systems and technologies Implications for the future 	<p>Central idea (Unit 4) People's outward appearance can lead to perceptions and misconceptions</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: creativity, diversity, stereotype</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Personal belongings, clothing and identity Reasons for what people wear Impact of first impressions Countering misconceptions 	<p>Central idea (Unit 1) The Earth and its atmosphere are surrounded by space and are part of a vast and complex universe</p> <p>Key concepts: connection, causation</p> <p>Related concepts: systems, organisation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How planets, moons and the sun work together The exploration of space The impact of learning about the solar system on our daily lives 	<p>Central idea (Unit 2) Technology impacts on the world of work and leisure</p> <p>Key concepts: change, connection, responsibility</p> <p>Related concepts: communication, ethics, systems</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Technology and inventions of the home, workplace and leisure activities Circumstances that lead to the development of important inventions and their impact How technology supports / impacts sustainability 	<p>PYP Exhibition (Unit 6)</p> <p>Central idea</p> <p>Key concepts:</p> <p>Related concepts:</p> <p>Lines of inquiry</p>