



## Programme of Inquiry(2026-27)

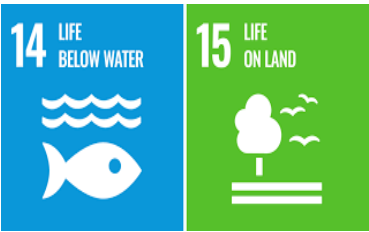
|                                                |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                  |
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| <b>Grade 5</b>                                 | <b>Who we are</b><br>An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional and spiritual health and well-being</li> <li>relationship and belonging</li> <li>learning and growing</li> </ul> | <b>Where we are in place and time</b><br>An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment -</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul> | <b>How we express ourselves</b><br>An inquiry into the diversity of voice, perspectives, and expressions through: <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social and cultural notes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul> | <b>How the world works</b><br>An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods, and tools</li> <li>discovery, design, innovation, possibilities, and impacts</li> </ul> | <b>How we organise ourselves</b><br>An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>interactions with and between social and ecological systems</li> <li>approaches to livelihoods and trade practices, intended and unintended consequences</li> <li>representation, collaboration and decision making</li> </ul> | <b>Sharing the planet</b><br>An inquiry into interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, responsibilities and dignity for all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence, and wisdom</li> </ul> |
| <b>Timeline</b>                                | <b>6<sup>th</sup> Unit</b>                                                                                                                                                                                                                                                    | <b>3<sup>rd</sup> Unit</b>                                                                                                                                                                                                                                                                                                                   | <b>5<sup>th</sup> Unit – PYP Exhibition</b>                                                                                                                                                                                                                                                                                                             | <b>2<sup>nd</sup> Unit</b>                                                                                                                                                                                                                                                                         | <b>1<sup>st</sup> unit</b>                                                                                                                                                                                                                                                                                                                                           | <b>4<sup>th</sup> Unit</b>                                                                                                                                                                                                                                                                                       |
| <b>Conceptual lens</b>                         | <b>Growth</b>                                                                                                                                                                                                                                                                 | <b>Exploration</b>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                         | <b>Phenomena</b>                                                                                                                                                                                                                                                                                   | <b>Governance</b>                                                                                                                                                                                                                                                                                                                                                    | <b>Conservation</b>                                                                                                                                                                                                                                                                                              |
| <b>Central Idea</b>                            | Preparing for inevitable changes can lead to well-being.                                                                                                                                                                                                                      | Explorations and discoveries can influence the world.                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                         | Understanding of the natural world and its laws can shape the way we live.                                                                                                                                                                                                                         | Governance systems influence how societies function and evolve.                                                                                                                                                                                                                                                                                                      | Soil conservation is the key to environmental sustainability.                                                                                                                                                                                                                                                    |
| <b>Lines of inquiry and Specified concepts</b> | <ul style="list-style-type: none"> <li>Role of different organs in bringing change in the human body-<b>Function</b></li> <li>Changes experienced during adolescence - <b>Change</b></li> <li>Preparedness for inevitable changes - <b>Responsibility</b></li> </ul>          | <ul style="list-style-type: none"> <li>Reasons for exploration - <b>Causation</b></li> <li>How exploration and discoveries have shaped communities over time - <b>change</b></li> <li>Different points of view on exploration - <b>Perspective</b></li> </ul>                                                                                |                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>The natural world and its laws - <b>Form</b></li> <li>Application of scientific laws - <b>Connection</b></li> <li>How scientific laws drive innovation -<b>Causation</b></li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Types of government- <b>Form</b></li> <li>What governments do to facilitate the functioning of society -<b>Function</b></li> <li>Impact of governance on society- <b>Causation</b></li> </ul>                                                                                                                                 | Different kinds of soils - <b>Form</b><br><br>Interdependence of ecosystems on soil - <b>Connection</b><br><br>Our responsibility towards conserving soil - <b>Responsibility</b>                                                                                                                                |

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| <b>Additional concepts</b>           | <ul style="list-style-type: none"> <li>• Body systems</li> <li>• Identity</li> <li>• Relationships</li> <li>• Gender</li> <li>• Growth</li> <li>• Behaviour</li> <li>• Decision</li> </ul> | <ul style="list-style-type: none"> <li>• Networks</li> <li>• Innovation</li> <li>• Influence</li> <li>• Impact</li> </ul>                                                                                                                                                                                                          |  | <ul style="list-style-type: none"> <li>• Structure</li> <li>• Impact</li> <li>• Adaptation</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• Structure</li> <li>• Leadership</li> <li>• Legislation</li> <li>• Authority</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Initiative</li> </ul>                                                                                                                          |
| <b>Subject focus</b>                 | Science, Social Studies, PHE, PSPE                                                                                                                                                         | Social Studies, PSPE, Dance, Visual Art and Music                                                                                                                                                                                                                                                                                  |  | PHE, Science & Technology                                                                                                                                                                                    | Social Studies, Visual Art, Performing Arts, PHE, ICT, Mathematics and PSPE                                                                                                                                                                                               | Science, Social Studies and PSPE                                                                                                                                                                             |
| <b>Learner Profile Attributes</b>    | <ul style="list-style-type: none"> <li>• Reflective</li> <li>• Balanced</li> <li>• Open minded</li> <li>• Caring</li> </ul>                                                                | <ul style="list-style-type: none"> <li>• Courageous</li> <li>• Inquirer</li> </ul>                                                                                                                                                                                                                                                 |  | <ul style="list-style-type: none"> <li>• Knowledgeable</li> <li>• Inquirer</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>• Communicator</li> <li>• Principled</li> </ul>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• <b>Thinker</b></li> <li>• <b>Caring</b></li> </ul>                                                                                                                  |
| <b>Approaches to Learning</b>        | <ul style="list-style-type: none"> <li>• <b>Thinking skills</b> - Reflection and metacognition</li> <li>• <b>Self- management skills</b> - Organisation and States of mind</li> </ul>      | <ul style="list-style-type: none"> <li>• <b>Thinking skills</b> - Critical thinking and <b>Creative thinking</b></li> <li>• <b>Communication skills</b> - Exchanging information</li> </ul>                                                                                                                                        |  | <ul style="list-style-type: none"> <li>• <b>Research skills</b> - Information Literacy</li> <li>• <b>Thinking skills</b> - Information transfer</li> <li>• <b>Communication skills</b> - Literacy</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Communication skills</b> - ICT</li> <li>• <b>Entrepreneur skills</b> - Financial literacy</li> <li>• <b>Research skills</b> - Media literacy and Ethical use of media/information</li> </ul>                                  | <ul style="list-style-type: none"> <li>• <b>Entrepreneur skills</b>- initiative and determination</li> <li>• <b>Social skills:</b> Interpersonal relationships, social and emotional intelligence</li> </ul> |
| <b>Sustainable development goals</b> |                                                                                                         |                                                                                                                                                                                                                                                |  |                                                                                                                         |                                                                                                                                                                                      |                                                                                                                         |
| <b>Subject integration</b>           | <p><b>PHE-</b> Responsibility- well-being and mindfulness</p> <p><b>PSPE-</b> Identity, interactions and wellness</p>                                                                      | <p><b>Dance</b>-Connection<br/>Historical evidence of dance and origins in prehistoric times, evolving from rituals and storytelling to various forms of entertainment and social expression.</p> <p><b>Visual Art</b> - Connection - Evolution of Art over time</p> <p><b>Music - Connection</b> - Evolution of Art over time</p> |  | <p><b>PHE - Connection</b> - Investigating the impact of force, momentum, and buoyancy on swimming techniques and performance.</p>                                                                           | <p><b>Dance:</b> Function- Role of government in promoting performing art.</p> <p><b>Music:</b> Function- Role of government in promoting performing art</p> <p><b>Visual Art:</b> Function-Role of government in preserving and promoting the Indian traditional art</p> | <p><b>PSPE-</b> Interactions</p>                                                                                                                                                                             |

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|                         |                                                                                                                                                                                                                                                                  | <b>PSPE- Interactions</b>                                                                                                                                                                                                                        |  |                                                                                                                                           | <b>ICT:</b> Function- Digital India<br>(Government applications, UIDAI)<br><b>PHE:</b> Function- Role of government in promoting sport<br><b>Mathematics:</b> Data handling-<br>Systematically collect and display data using simple graphs like bar graph and line graphs<br>Interpret data using simple graphs like bar graph and line graphs<br><b>PSPE- Interactions</b> |                                                                                                                                                                                                                  |
| <b>Possible actions</b> | <b>Lifestyle choices:</b> <ul style="list-style-type: none"> <li>Becoming aware of, and recognising physical, social and emotional changes</li> <li>Lifestyle changes to deal with adolescence</li> <li>Responsible behaviour towards self and others</li> </ul> | <b>Advocacy:</b> <ul style="list-style-type: none"> <li>Raise awareness about being responsible travellers/ explorers</li> </ul> <b>Participation:</b> <ul style="list-style-type: none"> <li>Research about explorers or inventions.</li> </ul> |  | <b>Participation:</b> <ul style="list-style-type: none"> <li>Appreciating the role of natural laws in supporting life on Earth</li> </ul> | <b>Participation:</b> <ul style="list-style-type: none"> <li>Understanding the structure and function of School Senate</li> </ul> <b>Advocacy:</b> <ul style="list-style-type: none"> <li>Raising awareness about responsible voting during Senate elections</li> </ul>                                                                                                      | <b>Participation:</b> <ul style="list-style-type: none"> <li>Creating vertical gardens</li> </ul> <b>Advocacy:</b> <ul style="list-style-type: none"> <li>Spreading awareness about soil conservation</li> </ul> |

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| <b>Grade 4</b>  | <b>Who we are</b><br>An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional and spiritual health and well-being</li> <li>relationship and belonging</li> <li>learning and growing</li> </ul> | <b>Where we are in place and time</b><br>An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul> | <b>How we express ourselves</b> <ul style="list-style-type: none"> <li>An inquiry into the diversity of voice, perspectives, and expressions through: <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> </ul> </li> <li>personal, social and cultural notes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul> | <b>How the world works</b><br>An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods, and tools</li> <li>discovery, design, innovation, possibilities, and impacts</li> </ul> | <b>How we organise ourselves</b> <ul style="list-style-type: none"> <li>An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>interactions with and between social and ecological systems</li> </ul> </li> <li>approaches to livelihoods and trade practices, intended and unintended consequences</li> <li>representation, collaboration and decision making</li> </ul> | <b>Sharing the planet</b><br>An inquiry into interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, responsibilities and dignity for all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence, and wisdom</li> </ul> |
| <b>Timeline</b> | <b>6<sup>th</sup> unit</b>                                                                                                                                                                                                                                                    | <b>3<sup>rd</sup> unit</b>                                                                                                                                                                                                                                                                                                                 | <b>2<sup>nd</sup> unit(UOI Showcase)</b>                                                                                                                                                                                                                                                                                                                                                                | <b>4<sup>th</sup> unit</b>                                                                                                                                                                                                                                                                         | <b>5<sup>th</sup> unit (SLC)</b>                                                                                                                                                                                                                                                                                                                                                                                     | <b>1<sup>st</sup> unit</b>                                                                                                                                                                                                                                                                                       |

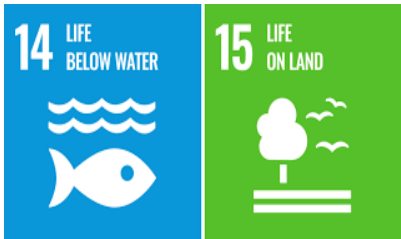
| Conceptual lens                         | Wellbeing                                                                                                                                                                                                                                          | Civilisations                                                                                                                                                                                                                                                              | Choice                                                                                                                                                                                                                                  | Energy                                                                                                                                                                                                                                                       | Economic systems                                                                                                                                                                                                                                                         | Interdependence                                                                                                                                                                                                                                                     |
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| Central Idea                            | The interdependence of body systems can affect our health and well-being.                                                                                                                                                                          | Past civilisations continue to influence our world today.                                                                                                                                                                                                                  | Media can influence our perceptions and choices.                                                                                                                                                                                        | Light and sound energy find practical uses.                                                                                                                                                                                                                  | Our consumption of goods and services can have a local and global impact.                                                                                                                                                                                                | Biodiversity relies on maintaining the interdependent balance within the ecosystems.                                                                                                                                                                                |
| Lines of inquiry and Specified concepts | <ul style="list-style-type: none"> <li>Interdependence of body systems- <b>Connection</b></li> <li>Impact of health-related challenges- <b>Causation</b></li> <li>Responsibility towards our body and well-being- <b>Responsibility</b></li> </ul> | <ul style="list-style-type: none"> <li>The processes by which we can find out about past civilisations- <b>Function</b></li> <li>How civilisations emerged and developed- <b>Change</b></li> <li>Impact of past civilisations on the present - <b>Causation</b></li> </ul> | <ul style="list-style-type: none"> <li>Means used by the media to influence society- <b>Function</b></li> <li>How perceptions create opinions- <b>Perspective</b></li> <li>Making responsible choices- <b>Responsibility</b></li> </ul> | <ul style="list-style-type: none"> <li>Light and sound as forms of energy- <b>Form</b></li> <li>How light and sound work- <b>Function</b></li> <li>Practical application of light and sound- <b>Connection</b></li> </ul>                                    | <ul style="list-style-type: none"> <li>Role of demand and supply in trade- <b>Function</b></li> <li>The impact of global economy on local economy - <b>Causation</b></li> <li>Rights &amp; responsibilities of producers and consumers- <b>Responsibility</b></li> </ul> | <ul style="list-style-type: none"> <li>Different biomes and ecosystem- <b>Form</b></li> <li>Changes in ecosystems caused by human-animal-environment conflicts- <b>Change</b></li> <li>Our responsibility towards our environment- <b>Responsibility</b></li> </ul> |
| Additional concepts                     | <ul style="list-style-type: none"> <li>Effect</li> <li>Initiative</li> <li>Nutrition</li> <li>Prevention</li> <li>Wellness</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>Process</li> <li>Consequence</li> <li>Culture</li> <li>Continuity</li> <li>Progress</li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li>Role</li> <li>Prejudice</li> <li>Stereotype</li> <li>Ethics</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>Properties</li> <li>Role</li> <li>Application</li> <li>Innovation</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>Distribution</li> <li>Interactions</li> <li>Globalisation</li> <li>Resources</li> <li>Access</li> <li>Rights of producer and consumer</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>Adaptation</li> <li>Coexistence</li> <li>Conservation</li> <li>Sustainable Practices</li> </ul>                                                                                                                              |
| Subject focus                           | Social Studies, Science, PHE, ICT, PSPE                                                                                                                                                                                                            | Visual Arts, PHE, Performing Arts, Social Studies, PSPE, Mathematics, ICT                                                                                                                                                                                                  | Visual arts, Performing Arts, ICT, Social Studies, PSPE, Mathematics                                                                                                                                                                    | Science, Visual Arts, Performing Arts, ICT                                                                                                                                                                                                                   | Social Studies, Mathematics                                                                                                                                                                                                                                              | Science, Social Studies, PSPE Mathematics                                                                                                                                                                                                                           |
| Learner Profile Attributes              | <ul style="list-style-type: none"> <li>Reflective</li> <li>Balanced</li> </ul>                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Inquirer</li> <li>Open-minded</li> <li>Courageous</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Communicator</li> <li>Principled</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Knowledgeable</li> <li>Inquirer</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Thinker</li> <li>Open-minded</li> <li>Reflective</li> </ul>                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Knowledgeable</li> <li>Caring</li> </ul>                                                                                                                                                                                     |
| Approaches to Learning                  | <ul style="list-style-type: none"> <li><b>Self-management skills</b> - Organisation and States of mind</li> <li><b>Social skills</b> - Interpersonal relationships and Social &amp; emotional intelligence</li> </ul>                              | <ul style="list-style-type: none"> <li><b>Communication skills</b> - Literacy skills</li> <li><b>Research skills</b> - Information literacy</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li><b>Research skills</b> - Media literacy, Ethical use of media</li> <li><b>Communication skills</b> - ICT skills</li> <li><b>Entrepreneur skills</b> - Initiative, Determination</li> </ul>       | <ul style="list-style-type: none"> <li><b>Research skills</b> - Information literacy</li> <li><b>Thinking skills</b> - Critical thinking, Creative thinking, Reflection &amp; Metacognition</li> <li><b>Self-management skills</b> - Organisation</li> </ul> | <ul style="list-style-type: none"> <li><b>Thinking skills</b> - Critical thinking</li> <li><b>Communication skills</b> - Exchanging information</li> <li><b>Entrepreneur skills</b> - Financial literacy</li> </ul>                                                      | <ul style="list-style-type: none"> <li><b>Research skills</b> - Information literacy</li> <li><b>Entrepreneur skills</b> - Initiative, Determination</li> <li><b>Social skills</b> - Interpersonal relationships</li> </ul>                                         |

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| <b>Sustainable Development Goals</b> |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                    |
| <b>Subject integration</b>           | <p><b>PHE:</b> Responsibility-Lifestyle choices for healthy body, importance of exercise and nutrition (physical wellbeing)</p> <p><b>ICT:</b> Responsibility-Digital health and wellbeing (Digital Citizenship)</p> <p><b>PSPE-</b> Identity, Wellness and Movement</p> | <p><b>Visual art:</b> Change-</p> <ul style="list-style-type: none"> <li>• Role of visual art in civilisations</li> <li>• Different printing techniques used from past civilisations to present</li> </ul> <p><b>PHE:</b> Change</p> <ul style="list-style-type: none"> <li>• Role of sports in civilisations</li> <li>• Evolution of sports ancient to modern Olympics</li> </ul> <p><b>Music:</b> Change</p> <ul style="list-style-type: none"> <li>• Role of music in civilisation</li> <li>• Evolution of music through civilisations</li> </ul> <p><b>Dance:</b> Change</p> <ul style="list-style-type: none"> <li>• Role of dance in civilisations</li> <li>• Analysing how different dance styles have changed from past to present</li> </ul> <p><b>ICT:</b> Change - Journey of technology through different eras</p> <p><b>PSPE-</b> Identity</p> <p><b>Mathematics:</b> Measurement</p> | <p><b>Visual art:</b> Function-</p> <ul style="list-style-type: none"> <li>• Elements of print advertisements</li> <li>• Analyse and create print advertisements</li> </ul> <p><b>Music:</b> Function-Understand the importance of jingles in advertisements</p> <p><b>Dance and ICT:</b></p> <p><b>Function-</b>Relationship between movement, media, and creative expression using green screen technology</p> <p><b>ICT:</b> Responsibility</p> <ul style="list-style-type: none"> <li>• Understand real and fake news</li> <li>• Understand what digital marketing is and its role and future prospects</li> </ul> <p><b>PSPE:</b> Identity</p> <p><b>Mathematics:</b> Data handling</p> | <p><b>Visual Art:</b> Function-Role of light in shadow puppetry, sand art</p> <p><b>Music:</b> Form-Properties of sound (music-pitch, timbre, amplitude)</p> <p>Function-How sound is produced in musical instruments.</p> <p><b>Dance:</b> Connection</p> <ul style="list-style-type: none"> <li>• Practical application of light and sound on stage</li> <li>• Shadow dancing using lights and fabric</li> </ul> | <p><b>Mathematics:</b> Data handling, Probability</p>                               | <p><b>Mathematics :</b> Data handling and Shape and Space</p> <p><b>PSPE:</b> Interactions</p>                                                                                                                                                        |
| <b>Possible action</b>               | <p><b>Advocacy:</b> Spreading awareness about health-related challenges and steps taken to overcome them</p> <p><b>Lifestyle choices:</b> Taking informed decisions about wellbeing</p>                                                                                  | <p><b>Participation:</b> Host younger grade students as museum guides</p> <p><b>Advocacy :</b> Raise awareness about protecting heritage sites</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Lifestyle choices:</b> Making informed choices related to media</p> <p><b>Social Justice-</b> Raising awareness to challenge bias and celebrate diversity and equality</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Participation:</b> Creation of devices using light and sound</p>                                                                                                                                                                                                                                                                                                                                             | <p><b>Lifestyle choices:</b> Exercising consumer rights, financial literacy</p>     | <p><b>Advocacy:</b></p> <ul style="list-style-type: none"> <li>• Spread awareness to reduce consumption of resources to prevent loss of biodiversity</li> <li>• Spread awareness about endangered and vulnerable species (local to global)</li> </ul> |

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| <b>Grade 3</b>                                 | <b>Who we are</b><br>An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional and spiritual health and well-being -</li> <li>relationship and belonging</li> <li>learning and growing</li> </ul> | <b>Where we are in place and time</b><br>An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul> | <b>How we express ourselves</b><br>An inquiry into the diversity of voice, perspectives, and expressions through: <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social and cultural notes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul> | <b>How the world works</b><br>An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design, innovation, possibilities and impact</li> </ul> | <b>How we organise ourselves</b><br>An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>interactions with and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision making</li> </ul> | <b>Sharing the planet</b><br>An inquiry into interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, responsibilities and dignity for all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence, and wisdom</li> </ul> |
| <b>Timeline</b>                                | <b>4<sup>th</sup> unit</b>                                                                                                                                                                                                                                                      | <b>5<sup>th</sup> unit (SLC)</b>                                                                                                                                                                                                                                                                                                           | <b>3<sup>rd</sup> unit (UOI showcase)</b>                                                                                                                                                                                                                                                                                                               | <b>1<sup>st</sup> unit</b>                                                                                                                                                                                                                                                                      | <b>6<sup>th</sup> unit</b>                                                                                                                                                                                                                                                                                                                                           | <b>2<sup>nd</sup> unit</b>                                                                                                                                                                                                                                                                                       |
| <b>Conceptual lens</b>                         | <b>Senses</b>                                                                                                                                                                                                                                                                   | <b>Migration</b>                                                                                                                                                                                                                                                                                                                           | <b>Stories</b>                                                                                                                                                                                                                                                                                                                                          | <b>Exploration</b>                                                                                                                                                                                                                                                                              | <b>Systems</b>                                                                                                                                                                                                                                                                                                                                                       | <b>Ecological Impact</b>                                                                                                                                                                                                                                                                                         |
| <b>Central Idea</b>                            | <b>Living things use their senses to interact with the world.</b>                                                                                                                                                                                                               | <b>Migration is a response to challenges and opportunities.</b>                                                                                                                                                                                                                                                                            | <b>Stories help us to express and shape our understanding of the world.</b>                                                                                                                                                                                                                                                                             | <b>Space exploration can guide us in understanding the universe.</b>                                                                                                                                                                                                                            | <b>Building resilient systems can help us to manage crises.</b>                                                                                                                                                                                                                                                                                                      | <b>Effective waste management can contribute to a healthy environment</b>                                                                                                                                                                                                                                        |
| <b>Lines of inquiry and Specified concepts</b> | <ul style="list-style-type: none"> <li>How living things use their senses to interact with the world - <b>Connection</b></li> <li>How our sense organs function- <b>Function</b></li> <li>Taking care of our sense organs- <b>Responsibility</b></li> </ul>                     | <ul style="list-style-type: none"> <li>Types of migration- <b>Form</b></li> <li>Reasons for migration- <b>Causation</b></li> <li>Adaptation due to migration- <b>Change</b></li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>Purpose and kinds of stories- <b>Function</b></li> <li>How stories affect us- <b>Perspective</b></li> <li>How stories connect us with the world -<b>Connection</b></li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>Exploration of space -<b>Function</b></li> <li>Inventions and innovations due to space exploration- <b>Connection</b></li> <li>Different points of view on space exploration- <b>Perspective</b></li> </ul>                                              | <ul style="list-style-type: none"> <li>Different kinds of crises- <b>Form</b></li> <li>The impact of crises on human and natural systems- <b>Change</b></li> <li>Ways to cope with crises- <b>Responsibility</b></li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>Types of waste - <b>Form</b></li> <li>Effects of waste on our environment - <b>Causation</b></li> <li>Waste management - <b>Responsibility</b></li> </ul>                                                                                                                 |
| <b>Additional concepts</b>                     | <ul style="list-style-type: none"> <li>Role</li> <li>Independence</li> <li>Wellness</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Classification</li> <li>Consequences</li> <li>Continuity</li> <li>Adaptability</li> <li>Empathy</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Communication</li> <li>Opinion</li> <li>Culture</li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Solar system</li> <li>Discoveries</li> <li>Subjectivity</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Crises</li> <li>Impact</li> <li>Adaptation</li> <li>Resilience</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Consumption</li> <li>Contamination</li> <li>Management</li> </ul>                                                                                                                                                                                                         |
| <b>Subject focus</b>                           | Science, Visual Art, PHE, ICT, PSPE                                                                                                                                                                                                                                             | Social Studies, Mathematics Dance, Music, PSPE, Visual art                                                                                                                                                                                                                                                                                 | Social Studies, Performing Arts (dance, music), Visual Art, ICT, PSPE                                                                                                                                                                                                                                                                                   | Science, PSPE                                                                                                                                                                                                                                                                                   | Science, Social Studies, Mathematics, PSPE, PHE, ICT                                                                                                                                                                                                                                                                                                                 | Science, Social Studies, Visual Arts, Music, Mathematics, PSPE                                                                                                                                                                                                                                                   |

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| <b>Learner Profile Attributes</b>    | <ul style="list-style-type: none"> <li>Balanced</li> <li>Caring</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Courageous</li> <li>Open minded</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Communicator</li> <li>Thinker</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Knowledgeable</li> <li>Inquirer</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Principled</li> <li>Inquirer</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>Reflective</li> <li>Caring</li> </ul>                                                                                                                                                                                                                                                                           |
| <b>Approaches to Learning</b>        | <ul style="list-style-type: none"> <li><b>Self- management skills-</b> States of mind</li> <li><b>Communication skills-</b> Exchanging information</li> <li><b>Social skills-</b> Social &amp; emotional intelligence</li> </ul>           | <ul style="list-style-type: none"> <li><b>Thinking skills-</b> Critical thinking</li> <li><b>Communication skills-</b> ICT skills</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li><b>Thinking skills-</b> Creative thinking</li> <li><b>Communication skills-</b> Literacy, ICT skills</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li><b>Thinking skills-</b> Information transfer</li> <li><b>Research skills-</b> Information literacy</li> </ul> | <ul style="list-style-type: none"> <li><b>Self-management skills-</b> Organisation</li> <li><b>Social skills-</b> Interpersonal relationships</li> </ul>                                             | <ul style="list-style-type: none"> <li><b>Research skills-</b> Media literacy</li> <li><b>Thinking skills-</b> Reflection and metacognition</li> <li><b>Entrepreneurship skills-</b> Initiative, Determination</li> </ul>                                                                                                                              |
| <b>Sustainable Development Goals</b> |                                                                                                                                                           |                                                                                                                                                                                                                                            |                                                                                                                                                                         |                                                                   |                                |                                                                                                                                                                                  |
| <b>Subject Integration</b>           | <p><b>PHE:</b> Responsibility- taking care of sense organs (yoga and healthy habits)</p> <p><b>PSPE-</b> Wellness</p>                                                                                                                      | <p><b>Music:</b> Causation- Reasons for migration by famous artists (musicians) overtime</p> <p><b>Visual Art:</b> Causation- Understanding the reasons for migration (artists)</p> <p><b>Dance:</b> Causation- Migration of dancers due to financial, educational and career opportunities</p> <p><b>PSPE-</b> Identity</p> | <p><b>Visual Art:</b> Function- Storytelling through Madhubani, Bundela art and Naukshikatha</p> <p><b>Dance:</b> Connection- How dance can connect the world, knowing about traditional dances from all around the world</p> <p><b>PSPE-</b> Identity</p> | <b>PSPE-</b> Identity                                                                                                                                | <p><b>ICT:</b> Responsibility- Technology predicting disasters</p> <p><b>PHE:</b> Responsibility- resilience in sports (leadership and sportsmanship)</p> <p><b>PSPE:</b> Wellness, Interactions</p> | <p><b>Music:</b> Responsibility- Creating music using waste material. (create a short musical project incorporating natural sounds)</p> <p><b>Visual Art:</b> Responsibility- Creating best out of waste/ recycled material</p> <p><b>PSPE-</b> Wellness. Interaction</p>                                                                              |
| <b>Possible action</b>               | <p><b>Lifestyle choices:</b> Follow healthy routines such as limiting screen time, eating nutritious food, practicing yoga, and maintaining hygiene.</p> <p><b>Advocacy :</b> Create posters/ videos promoting eye, ear and body care.</p> | <p><b>Advocacy:</b> Share stories about migration to build empathy and understanding of diverse communities.</p> <p><b>Participation:</b> Collaborate with students from different regions or schools to learn about migration experiences</p>                                                                               | <p><b>Advocacy:</b> Write and share stories addressing social, environmental, or community issues.</p> <p><b>Social Entrepreneurship:</b> Create a student-authored storybook or digital story collection for the library.</p>                             | <b>Participation:</b><br>Independent research                                                                                                        | <p><b>Advocacy:</b> Create awareness campaigns about emergency preparedness and safety measures.</p>                                                                                                 | <p><b>Advocacy:</b> Promote responsible waste disposal through posters, and presentations.</p> <p><b>Social Entrepreneurship:</b> Create useful products from recyclable materials or develop waste-reduction initiatives.</p> <p><b>Lifestyle Choices:</b> Reduce, reuse, recycle; avoid single-use plastics; make conscious consumption choices.</p> |

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| <b>Grade 2</b>                                 | <b>Who we are</b><br>An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional and spiritual health and well-being</li> <li>relationship and belonging</li> <li>learning and growing</li> </ul> | <b>Where we are in place and time</b><br>An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul> | <b>How we express ourselves</b><br>An inquiry into the diversity of voice, perspectives, and expressions through: <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social and cultural notes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul> | <b>How the world works</b><br>An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods, and tools</li> <li>discovery, design, innovation, possibilities, and impacts</li> </ul> | <b>How we organise ourselves</b><br>An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>interactions with and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision making</li> </ul> | <b>Sharing the planet</b><br>An inquiry into interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, responsibilities and dignity for all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence, and wisdom</li> </ul> |
| <b>Timeline</b>                                | <b>5<sup>th</sup> unit (SLC)</b>                                                                                                                                                                                                                                              | <b>2<sup>nd</sup> unit (UOI showcase)</b>                                                                                                                                                                                                                                                                                                  | <b>3<sup>rd</sup> unit</b>                                                                                                                                                                                                                                                                                                                              | <b>4<sup>th</sup> unit</b>                                                                                                                                                                                                                                                                         | <b>6<sup>th</sup> unit</b>                                                                                                                                                                                                                                                                                                                                           | <b>1<sup>st</sup> unit</b>                                                                                                                                                                                                                                                                                       |
| <b>Conceptual lens</b>                         | <b>Systems</b>                                                                                                                                                                                                                                                                | <b>Culture</b>                                                                                                                                                                                                                                                                                                                             | <b>Communication</b>                                                                                                                                                                                                                                                                                                                                    | <b>Change</b>                                                                                                                                                                                                                                                                                      | <b>Communities</b>                                                                                                                                                                                                                                                                                                                                                   | <b>Sustainability</b>                                                                                                                                                                                                                                                                                            |
| <b>Central Idea</b>                            | <b>Taking care of our body systems can promote well-being.</b>                                                                                                                                                                                                                | <b>Culture and heritage are shaped by the environment over generations.</b>                                                                                                                                                                                                                                                                | <b>People can use a variety of ways to communicate.</b>                                                                                                                                                                                                                                                                                                 | <b>All living things go through a process of change.</b>                                                                                                                                                                                                                                           | <b>Communities depend on systems and structures to function effectively.</b>                                                                                                                                                                                                                                                                                         | <b>People can make choices to support the sustainability of the Earth's resources.</b>                                                                                                                                                                                                                           |
| <b>Lines of inquiry and Specified concepts</b> | <ul style="list-style-type: none"> <li>Different body systems- <b>Form</b></li> <li>How body systems work- <b>Function</b></li> <li>Lifestyle choices for a healthy body- <b>Responsibility</b></li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Culture and heritage- <b>Form</b></li> <li>How environment shapes culture to evolve over time- <b>Change</b></li> <li>How people contribute to preserving culture and protecting the environment- <b>Responsibility</b></li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Purpose of communication- <b>Function</b></li> <li>Communication systems used in the past and present- <b>Connection</b></li> <li>Our response to different types of communication- <b>Perspective</b></li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>Classification of living things- <b>Form</b></li> <li>How living things change over their lifetime- <b>Change</b></li> <li>Effects of environmental changes on living things- <b>Causation</b></li> </ul>                                                   | <ul style="list-style-type: none"> <li>How systems and structures function - <b>Function</b></li> <li>How community well-being is connected to systems and structures - <b>Connection</b></li> <li>Different viewpoints on access to community systems - <b>Perspective</b></li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Earth's finite and infinite resources- <b>Form</b></li> <li>Impact of people's choices on the resources- <b>Causation</b></li> <li>Sustainable use of resources- <b>Responsibility</b></li> </ul>                                                                         |
| <b>Additional concepts</b>                     | <ul style="list-style-type: none"> <li>Growth</li> <li>Health</li> <li>Symmetry</li> </ul>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Similarities</li> <li>Differences</li> <li>Intercultural understanding</li> <li>Global citizenship</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Voice</li> <li>Interaction</li> <li>Opinion</li> </ul>                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Biotic and abiotic elements</li> <li>Growth</li> <li>Adaptation</li> <li>Endangerment</li> <li>Extinction</li> <li>Survival</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>Organization</li> <li>Service</li> <li>Equality</li> </ul>                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Environment</li> <li>Conservation</li> <li>Consequence</li> </ul>                                                                                                                                                                                                         |
| <b>Subject focus</b>                           | Science, Mathematics, Performing Arts (music, dance), PSPE, PHE, ICT                                                                                                                                                                                                          | Social Studies, PSPE, Performing Arts (music, dance), Visual art                                                                                                                                                                                                                                                                           | Social Studies, PHE, Performing Arts (music, dance), Visual Art, PSPE, ICT                                                                                                                                                                                                                                                                              | Science, Mathematics, PSPE                                                                                                                                                                                                                                                                         | Social Studies, PSPE                                                                                                                                                                                                                                                                                                                                                 | Social Studies, PSPE, Visual art                                                                                                                                                                                                                                                                                 |

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| <b>Learner Profile Attributes</b>    | <ul style="list-style-type: none"> <li>• Principled</li> <li>• Balanced</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Inquirer</li> <li>• Open Minded</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Communicator</li> <li>• Inquirer</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Reflective</li> <li>• Thinker</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• Knowledgeable</li> <li>• Reflective</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>• Caring</li> <li>• Courageous</li> </ul>                                                                                                                                                                                           |
| <b>Approaches to Learning</b>        | <ul style="list-style-type: none"> <li>• <b>Thinking skills</b> - Critical thinking</li> <li>• <b>Self-management</b> - States of mind</li> </ul>                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <b>Self-management</b> - Organisation</li> <li>• <b>Research Skills</b> - Information literacy</li> <li>• <b>Social Skills</b> - Interpersonal relationships, Social and emotional intelligence</li> </ul>                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• <b>Communication skills</b> - ICT</li> <li>• <b>Research Skills</b> - Media literacy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• <b>Thinking skills</b> - Critical Creative thinking</li> <li>• <b>Communication skills</b> - Literacy</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Research Skills</b> - Information literacy</li> <li>• <b>Thinking skills</b> - Information transfer</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Social Skills</b> - Interpersonal relationships, Social and emotional intelligence</li> <li>• <b>Communication skills</b> - Exchanging information</li> <li>• <b>Thinking skills</b> – Reflection and metacognition</li> </ul> |
| <b>Sustainable Development Goals</b> |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                        |                                                                         |                                                                                                                                                                                         |
| <b>Subject Integration</b>           | <p><b>Dance:</b> Responsibility- Lifestyle choices for a healthy body<br/>Health benefits of dance.</p> <p><b>Music:</b> Responsibility- Role of music in mental and physical wellbeing.</p> <p><b>PHE:</b> Responsibility- Importance of regular physical activity.<br/>Importance of nutrition<br/>Body's response to exercise</p> <p><b>ICT:</b> Responsibility- Digital Health and Wellbeing (Digital Citizenship)</p> <p><b>Mathematics:</b> Shape and Space</p> <p><b>PSPE:</b> Wellness, Movement</p> | <p><b>Visual Art:</b> Form- Art forms across different cultures<br/>Responsibility- Contributing to the preservation of traditional art forms</p> <p><b>Dance:</b> Form-Different dances of different cultures<br/>Responsibility- Contributing to the preservation of certain dance forms and the environment</p> <p><b>Music:</b> Form- Music across different cultures<br/>Responsibility- Contributing to the preservation of traditional music</p> <p><b>PSPE:</b> Identity Wellness</p> | <p><b>Visual Art:</b> Perspective- Use of colour and images to convey thoughts and ideas</p> <p><b>Music:</b> Function- Inquire into signs and symbols used in music and understand purpose of different types of music</p> <p><b>Dance:</b> Function- Understand how to respond to different types of hand gestures (mudras) and understand how to communicate through dance movements</p> <p><b>PHE:</b> Function- Signs and signals used to communicate in various sports</p> <p><b>ICT:</b> Connection - Communication systems using technology in past and present</p> <p><b>PSPE:</b> Interactions</p> | <p><b>Mathematics:</b> Data handling</p> <p><b>PSPE:</b> Identity</p>                                                                                     | <p><b>PSPE:</b> Interactions</p>                                                                                                                           | <p><b>Visual Art:</b> Responsibility- Creating artwork using waste/recycled materials</p> <p><b>PSPE</b> -Interactions</p>                                                                                                                                                 |

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| <b>Possible action</b> | <b>Participation-</b> Becoming aware of lifestyle choices for their own health.<br><b>Advocacy-</b> Spreading awareness.<br><b>Lifestyle choices-</b> Making changes in the lifestyle for health | <b>Participation-</b> Appreciating different cultures and being responsible global citizens | <b>Participation/ Lifestyle choices-</b> Changing ways of communication to make better relationships with others, creating a communication toolkit | <b>Advocacy-</b> Develop an action plan for positive environmental changes for living things.<br><b>Lifestyle choices-</b> Reflect on or list down their actions which affect the environment | <b>Participation-</b> Creating systems for school and home | <b>Participation and Advocacy-</b> Understanding the importance of using the resources responsibly |
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| <b>Grade I</b>                                 | <b>Who we are</b><br>An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional and spiritual health and well-being</li> <li>relationship and belonging</li> <li>learning and growing</li> </ul> | <b>Where we are in place and time</b><br>An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul> | <b>How we express ourselves</b><br>An inquiry into the diversity of voice, perspectives, and expressions through: <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social and cultural notes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul> | <b>How the world works</b><br>An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods, and tools</li> <li>discovery, design, innovation, possibilities, and impacts</li> </ul> | <b>How we organise ourselves</b><br>An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>interactions with and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision making</li> </ul> | <b>Sharing the planet</b><br>An inquiry into interdependence of uman and natural worlds through: <ul style="list-style-type: none"> <li>rights, responsibilities and dignity for all pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence, and wisdom</li> </ul> |
| <b>Timeline</b>                                | <b>3<sup>rd</sup> unit</b>                                                                                                                                                                                                                                                    | <b>6<sup>th</sup> unit</b>                                                                                                                                                                                                                                                                                                                 | <b>4<sup>th</sup> unit (UOI Showcase)</b>                                                                                                                                                                                                                                                                                                               | <b>5<sup>th</sup> unit (SLC)</b>                                                                                                                                                                                                                                                                   | <b>1<sup>st</sup> unit</b>                                                                                                                                                                                                                                                                                                                                           | <b>2<sup>nd</sup> unit</b>                                                                                                                                                                                                                                                                             |
| <b>Conceptual Lens</b>                         | <b>Health</b>                                                                                                                                                                                                                                                                 | <b>Impact</b>                                                                                                                                                                                                                                                                                                                              | <b>Expression</b>                                                                                                                                                                                                                                                                                                                                       | <b>Materials</b>                                                                                                                                                                                                                                                                                   | <b>Responsibility</b>                                                                                                                                                                                                                                                                                                                                                | <b>Sustenance</b>                                                                                                                                                                                                                                                                                      |
| <b>Central Idea</b>                            | <b>Leading a balanced lifestyle can help us stay healthy.</b>                                                                                                                                                                                                                 | <b>Homes evolve over time, shaped by culture and environment.</b>                                                                                                                                                                                                                                                                          | <b>Art is a medium of expression.</b>                                                                                                                                                                                                                                                                                                                   | <b>Patterns in properties of materials determine their uses.</b>                                                                                                                                                                                                                                   | <b>Public places meet the needs of the community.</b>                                                                                                                                                                                                                                                                                                                | <b>Plants sustain life on earth.</b>                                                                                                                                                                                                                                                                   |
| <b>Lines of inquiry and Specified concepts</b> | <ul style="list-style-type: none"> <li>Factors that contribute to health- <b>Causation</b></li> <li>Impact of geographical conditions on lifestyle- <b>Connection</b></li> <li>Our responsibility in keeping us healthy- <b>Responsibility</b></li> </ul>                     | <ul style="list-style-type: none"> <li>Types of houses- <b>Form</b></li> <li>How houses are designed to adapt to environment - <b>Causation</b></li> <li>How culture impacts homes- <b>Connection</b></li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>Different forms of art- <b>Form</b></li> <li>Expressions through arts- <b>Connection</b></li> <li>Interpretation of arts- <b>Perspective</b></li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>Patterns in properties of materials- <b>Change</b></li> <li>Uses of materials - <b>Function</b></li> <li>Impact of choice of material on environment - <b>Causation</b></li> </ul>                                                                          | <ul style="list-style-type: none"> <li>How public places serve our needs- <b>Function</b></li> <li>Reasons for challenges faced in public places- <b>Causation</b></li> <li>Our responsibility in maintaining public places- <b>Responsibility</b></li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Role of plants- <b>Function</b></li> <li>How plants support life on Earth- <b>Connection</b></li> <li>Caring for plants- <b>Responsibility</b></li> </ul>                                                                                                       |

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| <b>Additional concepts</b>           | <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Well-being</li> <li>• Adaptation</li> <li>• Care</li> <li>• Consequences</li> </ul>                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Structure</li> <li>• Diversity</li> <li>• Sustainability</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>● Culture</li> <li>• Composition</li> <li>● Presentation</li> </ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Physical changes</li> <li>• Suitability</li> <li>• Consequences</li> </ul>                                          | <ul style="list-style-type: none"> <li>• Service</li> <li>• Implications</li> <li>• Participation</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>• Interdependence</li> <li>• Growth</li> <li>• Conservation</li> </ul>                                                                                                  |
| <b>Subject Focus</b>                 | Science, Social Studies, PSPE, PHE, Performing Arts (music, dance), ICT                                                                                                                                                                                                                                        | Social Studies, Science, Mathematics, PSPE                                                                                                                                                                                      | Social Studies, Performing Arts (music, dance), Visual Art, PSPE                                                                                                                                                                                                                                                                                                                     | Science, Visual Art, PHE                                                                                                                                     | Social Studies, PSPE, Mathematics                                                                                                                                                             | Social Studies, Science, PSPE                                                                                                                                                                                  |
| <b>Learner Profile Attributes</b>    | <ul style="list-style-type: none"> <li>• Courageous</li> <li>• Balanced</li> </ul>                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Open-minded</li> <li>• Knowledgeable</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>• Communicator</li> <li>• Reflective</li> </ul>                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Inquirer</li> <li>• Thinker</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• Principled</li> <li>• Caring</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>• Caring</li> <li>• Reflective</li> </ul>                                                                                                                               |
| <b>Approaches to Learning</b>        | <ul style="list-style-type: none"> <li>• <b>Thinking skills</b> - Critical thinking</li> <li>• <b>Self-management</b> - Organisation, States of mind</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>• <b>Social skills</b> - Interpersonal relationships</li> <li>• <b>Research skills</b> - Information literacy</li> <li>• <b>Communication skills</b> - Exchanging information</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Self-management skills</b> - Organisation, States of mind</li> <li>• <b>Thinking skills</b> - Creative thinking</li> <li>• <b>Communication skills</b> - Literacy</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>• <b>Research skills</b> - Information literacy</li> <li>• <b>Thinking skills</b> - Information transfer</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Social skills</b> - Interpersonal relationships, Social-emotional intelligence</li> <li>• <b>Self-management skills</b> - Organisation</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Thinking skills</b> - Critical thinking</li> <li>• <b>Research skills</b>- Media literacy</li> <li>• <b>Social skills</b> - Interpersonal relationships</li> </ul> |
| <b>Sustainable Development Goals</b> |                                                                                                                                                                                                                             |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                         |                                                                                                          |                                                                                                                           |
| <b>Subject Integration</b>           | <p><b>ICT:</b> Responsibility- Digital health and wellbeing (Digital Citizenship)</p> <p><b>PHE:</b> Causation- Role of exercise and water in staying healthy</p> <p><b>Dance and Music:</b> Causation- Dance and music as factors contributing to health</p> <p><b>PSPE:</b> Identity, Wellness, Movement</p> | <p><b>Mathematics:</b> Shape and space</p> <p><b>PSPE:</b> Identity</p>                                                                                                                                                         | <p><b>Visual art:</b> Form- Different forms of art</p> <p>Connection- Expressing emotions through art and colours</p> <p><b>Dance:</b> Form- Different forms of dance styles. ( Bharatnatyam and hip hop)</p> <p>Connection- Introduction to NAVRAS</p> <p><b>Music:</b> Form- Genres of music. (Rock, Po &amp;, Hip-hop)</p> <p>Connection - How these genres express different</p> | <p><b>Visual art:</b> Change- Recycled paper (papier mache artwork)</p> <p><b>PHE:</b> Function- Explore sports equipment made up of different materials</p> | <p><b>Mathematics-</b> Data handling - Venn diagram</p> <p><b>PSPE:</b> Identity, Interactions, Wellness</p>                                                                                  | <p><b>PSPE:</b> Identity, Interactions</p>                                                                                                                                                                     |

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|                        |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                    | emotions and ideas<br><b>PSPE:</b> Movement         |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                 |
| <b>Possible action</b> | <p><b>Participation-</b> Demonstrate personal learning and actively participate in discussions about good health and well-being.</p> <p><b>Lifestyle choices-</b> Consider and act on factors that contribute to personal, physical, mental, and social health.</p> <p><b>Advocacy-</b> Exchange/ share ideas with the learning community about how to lead a balanced lifestyle.</p> | <p><b>Participation-</b> Actively contribute to discussions related to the unit of inquiry.</p> <p><b>Advocacy-</b> Support peers in learning about different types of houses around the world and how homes reflect cultures.</p> | <b>Participation-</b> Expressing oneself creatively | <p><b>Participation-</b> Actively contribute to discussions related to the unit of inquiry.</p> <p><b>Lifestyle choices:</b> Reflect on the impact of personal choice of materials on the environment and responsible consumption of materials.</p> | <p><b>Advocacy-</b> Exchange/ share ideas with the learning community about how to be responsible in public areas.</p> <p><b>Participation-</b> Appreciate how public places serve our needs and actively contribute to discussions of the challenges faced in them.</p> | <p><b>Advocacy-</b> Take initiative or be a part of a campaign to spread awareness for the importance of plants.</p> <p><b>Participation-</b> Actively contributes to discussions and takes care of plants.</p> |

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| <b>KG</b> | <p><b>Who we are</b><br/>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional and spiritual health and well-being -</li> <li>relationship and belonging</li> <li>learning and growing</li> </ul> | <p><b>Where we are in place and time</b><br/>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul> | <p><b>How we express ourselves</b><br/>An inquiry into the diversity of voice, perspectives, and expressions through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social and cultural notes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul> | <p><b>How the world works</b><br/>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods, and tools</li> <li>discovery, design, innovation, possibilities, and impacts</li> </ul> | <p><b>How we organise ourselves</b><br/>An inquiry into systems, structures, and networks through:</p> <ul style="list-style-type: none"> <li>interactions with and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision making</li> </ul> | <p><b>Sharing the planet</b><br/>An inquiry into interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities and dignity for all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence, and wisdom</li> </ul> |
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| Timeline                                | 2 <sup>nd</sup> unit                                                                                                                                                                                                                                                      |  | 1 <sup>st</sup> unit (Year-long unit)                                                                                                                                                                                                                                | 3 <sup>rd</sup> unit                                                                                                                                                                                                                          |  | 4 <sup>th</sup> unit (SLC)                                                                                                                                                                                                              |
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| Conceptual Lens                         | Relationships                                                                                                                                                                                                                                                             |  | Celebrations                                                                                                                                                                                                                                                         | Natural Cycles                                                                                                                                                                                                                                |  | Survival                                                                                                                                                                                                                                |
| Central Idea                            | Relationships impact how we feel, grow, and connect with the world around us.                                                                                                                                                                                             |  | People have different reasons and ways to celebrate.                                                                                                                                                                                                                 | The Earth's natural cycles influence the activities of living things.                                                                                                                                                                         |  | Animal survival depends on human activities.                                                                                                                                                                                            |
| Lines of inquiry and Specified concepts | <ul style="list-style-type: none"> <li>Different types of relationships we build- <b>Function</b></li> <li>How relationships influence our emotions and well-being- <b>Connection</b></li> <li>Ways to build and maintain relationships- <b>Responsibility</b></li> </ul> |  | <ul style="list-style-type: none"> <li>Kinds of celebrations- <b>Form</b></li> <li>Reasons for celebrations- <b>Causation</b></li> <li>Unique ways in which we celebrate - <b>Perspective</b></li> </ul>                                                             | <ul style="list-style-type: none"> <li>What causes natural cycles- <b>Causation</b></li> <li>Changes due to natural cycles - <b>Change</b></li> <li>How living things adapt to natural cycles around the world - <b>Connection</b></li> </ul> |  | <ul style="list-style-type: none"> <li>Needs of animals - <b>Form.</b></li> <li>Relationship between humans activities and animals survival- <b>Connection</b></li> <li>Our role in protecting animals-<b>Responsibility</b></li> </ul> |
| Additional concepts                     | <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Cooperation</li> <li>Friendship</li> <li>Opinion</li> <li>Values</li> <li>Wellbeing</li> <li>Community</li> <li>Safety</li> </ul>                                                                          |  | <ul style="list-style-type: none"> <li>Intercultural understanding</li> <li>Global citizenship</li> <li>Diversity</li> <li>Artefacts</li> <li>Beliefs</li> <li>Seasonal cycle</li> <li>Values</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Consequence</li> <li>Patterns</li> <li>Time</li> <li>Adaptability</li> <li>Interdependence</li> </ul>                                                                                                  |  | <ul style="list-style-type: none"> <li>Characteristics</li> <li>Adaptation</li> <li>Habitat</li> <li>Relationship</li> <li>Balance</li> <li>Empathy</li> </ul>                                                                          |
| Subject focus                           | Social Studies, PSPE, PHE, Music, Mathematics,, ICT, Dance                                                                                                                                                                                                                |  | Social Studies, Science, PSPE, Dance, Music, Visual Art, Mathematics                                                                                                                                                                                                 | Science, Social Studies, Visual Art, PHE, Mathematics, ICT , PSPE                                                                                                                                                                             |  | Science, Social Studies, PSPE                                                                                                                                                                                                           |
| Learner Profile Attributes              | <ul style="list-style-type: none"> <li>Caring</li> <li>Reflective</li> <li>Balanced</li> </ul>                                                                                                                                                                            |  | <ul style="list-style-type: none"> <li>Open-minded</li> <li>Communicator</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Knowledgeable</li> <li>Inquirer</li> </ul>                                                                                                                                                             |  | <ul style="list-style-type: none"> <li>Principled</li> <li>Thinker</li> <li>Courageous</li> </ul>                                                                                                                                       |
| Approaches to Learning                  | <ul style="list-style-type: none"> <li><b>Social skills</b> - Social and emotional intelligence<br/>Interpersonal relationships</li> <li><b>Self-Management skills</b> - States of mind, Organisation</li> </ul>                                                          |  | <ul style="list-style-type: none"> <li><b>Communication skills</b>-<br/>Exchanging information<br/>Symbolic exploration and expression</li> <li><b>Research skills</b> -<br/>Information literacy</li> <li><b>Thinking skills</b> -<br/>Creative thinking</li> </ul> | <ul style="list-style-type: none"> <li><b>Research skills</b> -<br/>Information literacy</li> <li><b>Thinking skills</b> -<br/>Critical thinking</li> </ul>                                                                                   |  | <ul style="list-style-type: none"> <li><b>Research skills –</b><br/>Information literacy</li> <li><b>Thinking skills</b> -<br/>Reflection and metacognition</li> </ul>                                                                  |

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| <b>Sustainable Development Goals</b> |                                                                                                                                                                                                                |  |                                                                                                                                                                                                        |                                                                                 |  |   |
| <b>Subject Integration</b>           | <b>Math:</b> Data handling - pictograph<br><b>Dance:</b> Responsibility- Essential agreements, Team building<br><b>Music:</b> Responsibility Essential agreements, Taking turns<br><b>PHE: Function-</b> team building activities, prepare essential agreements<br><b>ICT:</b> Digital Citizenship- Safe and Ethical Behaviour-<br><b>PSPE</b> - Identity, Interaction, Wellness |  | <b>Dance:</b> Form- Kinds of celebration and cultural dances (Folk dances- Local to Global)<br><b>Music:</b> Perspective- Unique ways in which we celebrate.<br><b>Visual Art:</b> Perspective- Art and artefacts related to different celebrations<br><b>Math:</b> Shape and space, Data handling, Pattern and function, Measurement<br><b>PSPE</b> - Identity, Interaction | <b>Visual Art:</b> Change - Colours according to seasons<br><b>PHE:</b> Change- Indoor and outdoor sports as per seasons<br><b>Math-</b> Calendar, time, probability, pattern, Venn diagram<br><b>ICT-</b> Weather App<br><b>PSPE</b> - Interaction |  | <b>PSPE</b> - Interaction                                                                                                                                             |
| <b>Possible action</b>               | <b>Participation</b><br>Understand emotions of others<br>Help and share with peers to sustain friendships<br>Follow social norms and respect others                                                                                                                                                                                                                              |  | <b>Participation</b><br>Appreciate different cultures and their traditions and customs<br>Being open-minded                                                                                                                                                                                                                                                                  | <b>Advocacy</b><br>Use water wisely.<br>Understand importance of rainwater                                                                                                                                                                          |  | <b>Advocacy</b><br>Dispose of waste appropriately<br>Learn to take care of animals                                                                                    |

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| <b>JOEY Nursery</b> | <b>Who we are</b><br>An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional and spiritual health and well-being -</li> <li>relationship and belonging</li> <li>learning and growing</li> </ul> | <b>Where we are in place and time</b><br>An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul> | <b>How we express ourselves</b><br>An inquiry into the diversity of voice, perspectives, and expressions through: <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social and cultural notes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul> | <b>How the world works</b><br>An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods, and tools</li> <li>discovery, design, innovation, possibilities, and impacts</li> </ul> | <b>How we organise ourselves</b><br>An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>interactions with and between social and ecological systems (</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul> | <b>Sharing the planet</b><br>An inquiry into interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, responsibilities and dignity for all</li> <li>pathways to just, peaceful and</li> <li>reimagined futures</li> <li>nature, complexity, coexistence, and wisdom</li> </ul> |
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| Timeline                                | 1 <sup>st</sup> unit (Year-long)                                                                                                                                                                                                | 3 <sup>rd</sup> unit                                                                                                                                                                                                                     | 4 <sup>th</sup> unit                                                                                                                                                                     |  | 2 <sup>nd</sup> unit                                                                                                                                                                                              |  |
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| Conceptual lens                         | Growth                                                                                                                                                                                                                          | Recreation                                                                                                                                                                                                                               | Expression                                                                                                                                                                               |  | Connection                                                                                                                                                                                                        |  |
| Central Idea                            | My body and feelings change as I grow and learn.                                                                                                                                                                                | Toys and games have changed over time.                                                                                                                                                                                                   | Stories communicate meaning and can be shared in many ways.                                                                                                                              |  | Transportation systems connect places and people.                                                                                                                                                                 |  |
| Lines of inquiry and Specified concepts | <ul style="list-style-type: none"> <li>My physical and emotional characteristics -<b>Form</b></li> <li>How I take care of my well-being -<b>Responsibility</b></li> <li>How I am growing and changing- <b>Change</b></li> </ul> | <ul style="list-style-type: none"> <li>Types of toys and games-<b>Function</b></li> <li>Changes in toys and games over time -<b>Change</b></li> <li>How toys and games connect us across societies/cultures-<b>Connection</b></li> </ul> | <ul style="list-style-type: none"> <li>Ways of Storytelling-<b>Form</b></li> <li>What stories convey-<b>Connection</b></li> <li>How stories make us feel - <b>Perspective</b></li> </ul> |  | <ul style="list-style-type: none"> <li>Kinds of transportation- <b>Form</b></li> <li>How transportation systems connect- <b>Connection</b></li> <li>Reasons for choosing a transport- <b>Causation</b></li> </ul> |  |
| Additional concepts                     | <ul style="list-style-type: none"> <li>Structure</li> <li>Abilities</li> <li>Preferences</li> <li>Self-care</li> <li>Measurement</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Role</li> <li>Innovation</li> <li>Interactions</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>Genre</li> <li>Structure</li> <li>Creativity</li> <li>Imagination</li> <li>Tradition</li> <li>Opinion</li> </ul>                                  |  | <ul style="list-style-type: none"> <li>Transportation</li> <li>Network</li> <li>Globalisation</li> <li>Distance</li> <li>Cost</li> <li>Service</li> </ul>                                                         |  |
| Subject focus                           | Science, Mathematics<br>PSPE, Visual Art, PHE, Dance, ICT                                                                                                                                                                       | Social Studies, Science, PHE, PSPE                                                                                                                                                                                                       | Social Studies, PSPE, Music, Dance, Visual Art, ICT                                                                                                                                      |  | Social Studies, Science, Mathematics                                                                                                                                                                              |  |
| Learner Profile Attributes              | <ul style="list-style-type: none"> <li>Balanced</li> <li>Reflective</li> <li>Caring</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Open Minded</li> <li>Communicator</li> <li>Courageous</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Communicators</li> <li>Principled</li> </ul>                                                                                                      |  | <ul style="list-style-type: none"> <li>Knowledgeable</li> <li>Thinker</li> </ul>                                                                                                                                  |  |

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| <p><b>Approached to Learning</b></p>        | <ul style="list-style-type: none"> <li>• <b>Self-management skills</b> - States of mind, Organization</li> <li>• <b>Social skills</b> - Social and emotional intelligence</li> </ul>                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• <b>Research skills</b> - Information literacy (synthesizing and interpreting)</li> <li>• <b>Social skills</b> - Interpersonal relationship</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Communication skills</b> -Symbolic exploration and expression<br/>Exchanging information</li> <li>• <b>Thinking skills</b> - Creative thinking, Information transfer</li> </ul>                                     |  | <ul style="list-style-type: none"> <li>• <b>Thinking skills</b> - Critical thinking, Reflection and Metacognition</li> <li>• <b>Research skills</b> - Information literacy (evaluating and communicating)</li> </ul> |  |
| <p><b>Sustainable Development Goals</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                               |                             |                                                                                                                                                                                                                                                                 |  |                                                                                                                                   |  |
| <p><b>Subject Integration</b></p>           | <p><b>Visual Art:</b> Change - continuous progression of fine motor skill throughout the year (Development Continuum)</p> <p><b>PHE:</b> Responsibility - Gross motor continuum<br/>Understanding warmups and cooldowns before and after physical activity</p> <p><b>Dance:</b> Responsibility - Understanding warmups and cooldowns before and after dancing</p> <p><b>Mathematics:</b> Measurement, Data handling</p> <p><b>ICT-</b> Digital well- being</p> <p><b>PSPE-</b>Identity, Wellness, Movement</p> | <p><b>PHE:</b> Change - How games and sports have changed over time.<br/>Connection- How games and sports bring communities together.</p> <p><b>PSPE-</b> Interactions, Movement</p>           | <p><b>Dance:</b> Form – Storytelling using nonverbal cues</p> <p><b>Visual art:</b> Form- storytelling using puppets</p> <p><b>Music:</b> Form - How stories are shared (musicals)</p> <p><b>ICT-</b> Puppet pal</p> <p><b>PSPE-</b> Identity, Interactions</p> |  | <p><b>Mathematics:</b> Data handling</p>                                                                                                                                                                             |  |

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| Possible Action | <b>Lifestyle choices-</b> <ul style="list-style-type: none"> <li>• Eat healthy food</li> <li>• Indulge in recreational activities</li> <li>• Sleep on time</li> </ul> | <b>Participation-</b> <ul style="list-style-type: none"> <li>• Appreciate diversity</li> <li>• Celebrate teamwork</li> </ul> | <b>Participation-</b> Storytelling using different ways | <b>Participation-</b> Identify and use symbols for communication | <b>Lifestyle choices-</b> Promote eco-friendly choices like walking short distances, using bicycles, or carpooling<br><b>Participation-</b> Behave responsibly in buses, metros, and other public transport |  |
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| Fawn-                                   | <b>Who we are</b><br>An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>• physical, emotional and spiritual health and well-being</li> <li>• relationship and belonging</li> <li>• learning and growing</li> </ul> |  | <b>How we express ourselves</b><br>An inquiry into the diversity of voice, perspectives, and expressions through: <ul style="list-style-type: none"> <li>• inspiration, imagination and creativity</li> <li>• personal, social and cultural notes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses</li> </ul> |  | <b>How we organise ourselves</b><br>An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>• interactions with and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>• representation, collaboration and decision making</li> </ul> | <b>Sharing the planet</b><br>An inquiry into interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>• rights, responsibilities and dignity for all</li> <li>• pathways to just, peaceful and</li> <li>• reimagined futures</li> <li>• nature, complexity, coexistence, and wisdom</li> </ul> |
| Timeline                                | 1 <sup>st</sup> unit                                                                                                                                                                                                                                                                |  | 2 <sup>nd</sup> unit                                                                                                                                                                                                                                                                                                                                          |  | 3 <sup>rd</sup> unit                                                                                                                                                                                                                                                                                                                                                       | 4 <sup>th</sup> unit                                                                                                                                                                                                                                                                                                              |
| Conceptual lens                         | Senses                                                                                                                                                                                                                                                                              |  | Expression                                                                                                                                                                                                                                                                                                                                                    |  | Support                                                                                                                                                                                                                                                                                                                                                                    | Environment                                                                                                                                                                                                                                                                                                                       |
| Central Idea                            | Our senses help us explore the world and support well-being.                                                                                                                                                                                                                        |  | Feelings can be expressed in different ways.                                                                                                                                                                                                                                                                                                                  |  | People work together in communities to meet shared needs.                                                                                                                                                                                                                                                                                                                  | Caring for the environment and sharing resources can lead to a healthy planet.                                                                                                                                                                                                                                                    |
| Lines of inquiry and Specified Concepts | <ul style="list-style-type: none"> <li>• Five senses -<b>Form</b></li> <li>• Using senses to explore and learn - <b>Function</b></li> <li>• Responsibility towards taking care of our senses- <b>Responsibility</b></li> </ul>                                                      |  | <ul style="list-style-type: none"> <li>• How we express different feelings- <b>Perspective</b></li> <li>• How feelings change with time- <b>Change</b></li> <li>• Responsible ways of expression- <b>Responsibility</b></li> </ul>                                                                                                                            |  | <ul style="list-style-type: none"> <li>• Needs of Community <b>Causation</b></li> <li>• Role of community helpers in meeting shared needs <b>Function</b></li> <li>• How we can support community helpers- <b>Responsibility</b></li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>• Our environment- <b>Form</b></li> <li>• How we share resources with other beings- <b>Connection</b></li> <li>• How we can take care of our environment- <b>Responsibility</b></li> </ul>                                                                                                 |

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| <b>Additional concepts</b>           | <ul style="list-style-type: none"> <li>• Structure</li> <li>• Role</li> <li>• Care</li> </ul>                                                                                                                                       |  | <ul style="list-style-type: none"> <li>• Emotions</li> <li>• Communication,</li> <li>• Voice</li> <li>• Decision making</li> <li>• Interpretation</li> </ul>                                                                                                             |  | <ul style="list-style-type: none"> <li>• Needs</li> <li>• Role</li> <li>• Help</li> <li>• Care</li> <li>• Safety</li> <li>• Respect</li> </ul>                  | <ul style="list-style-type: none"> <li>• Classification</li> <li>• Habitat</li> <li>• Interdependence</li> <li>• Sustainability</li> <li>• Pollution</li> </ul>                                                                                                      |
| <b>Subject focus</b>                 | Science, PSPE, PHE                                                                                                                                                                                                                  |  | PSPE, Dance, Music, Visual Art                                                                                                                                                                                                                                           |  | Social studies, PSPE                                                                                                                                            | Social Studies, Science, Visual Art, PSPE                                                                                                                                                                                                                            |
| <b>Learner Profile Attributes</b>    | <ul style="list-style-type: none"> <li>• Inquirer</li> <li>• Knowledgeable</li> <li>• Caring</li> </ul>                                                                                                                             |  | <ul style="list-style-type: none"> <li>• Open minded</li> <li>• Balanced</li> <li>• Thinker</li> </ul>                                                                                                                                                                   |  | <ul style="list-style-type: none"> <li>• Inquirer</li> <li>• Courageous</li> <li>• Communicator</li> </ul>                                                      | <ul style="list-style-type: none"> <li>• Caring</li> <li>• Principled</li> <li>• Reflective</li> </ul>                                                                                                                                                               |
| <b>Approaches to Learning</b>        | <ul style="list-style-type: none"> <li>• <b>Self-management skills</b> - Organization</li> <li>• <b>Research skills</b>- information fluency</li> <li>• <b>Thinking skills</b> - Critical thinking, Information transfer</li> </ul> |  | <ul style="list-style-type: none"> <li>• <b>Self-management</b>- States of mind</li> <li>• <b>Social skills</b> - Social and emotional intelligence, Interpersonal relationships</li> <li>• <b>Communication skills</b> - Symbolic exploration and expression</li> </ul> |  | <ul style="list-style-type: none"> <li>• <b>Social skills</b> - Interpersonal relationships</li> <li>• <b>Thinking skills</b> - Information transfer</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Communication skills</b> - Exchanging information</li> <li>• <b>Research skills</b> - Information literacy</li> <li>• <b>Thinking skills</b> – Creative thinking, Reflection and Metacognition</li> </ul>                |
| <b>Sustainable Development Goals</b> |                                                                                                                                                  |  |                                                                                                                                                                                                                                                                          |  |                                                                            |  <br> |
| <b>Subject Integration</b>           | <b>PHE:</b> Responsibility - health-related fitness (playground etiquette and healthy habits with regard to sensory organs)<br><b>PSPE-</b> Movement, Wellness                                                                      |  | <b>Music:</b> Perspective- Music & Movement Game (Feel the Beat), Play different types of music (fast, slow, loud, soft)<br><b>Visual art:</b> Create emoticons to understand how specific colours are associated with the emotions.                                     |  | <b>PSPE:</b> Interactions                                                                                                                                       | <b>Visual art:</b> Responsibility- upcycle and recycle art, leaf printing<br><b>PSPE-</b> Interactions                                                                                                                                                               |

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|                        |                                                                                                               |  | <b>Dance:</b> Perspective- Movement Games, Play different types of music<br><b>PSPE-</b> Identity, Interactions, Movement |  |                                                                                       |                                                                                                                   |
| <b>Possible Action</b> | <b>Participation</b> <ul style="list-style-type: none"><li>Take simple steps to take care of senses</li></ul> |  | <b>Participation</b> <ul style="list-style-type: none"><li>Share and care for peers</li></ul>                             |  | <b>Advocacy</b> <ul style="list-style-type: none"><li>Use social courtesies</li></ul> | <b>Participation</b> <ul style="list-style-type: none"><li>Watering plants</li><li>Not plucking flowers</li></ul> |