***PYP Programme of Inquiry 2014 -2015***

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| Grade 5  TD THEMES | **Who We Are**  Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. | **Where We are in Place and Time**  Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives. | **How We Express Ourselves**  Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | **How The World Works**  Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment | **How We Organize Ourselves**  Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | **Sharing The Planet**  Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution. |
| CENTRAL IDEA | Physical and emotional changes provide us with new experience and challenges. | Contributions of great people have played a leading role in reforming the society. | Film making is an art of persuasion which can influence the society . | The design of buildings and structures is dependent upon the environment human ingenuity and available materials. | People develop systems of government to exist in a civilized society . | **EXHIBITION**  The Exhibition is a culminating student-led inquiry that celebrates the transition from Elementary to Middle School. It reflects all major features of the Primary Years Programme and requires the students to synthesise their learning and apply it in real-life situations. |
| LINES of INQUIRY | * Physical and emotional changes that occur throughout life * Influence of friends and society on our decision making | * What makes people great * Types of contributions individuals have made to society * The impact of great people on our lives | * Process in making film * Impact of films on society | * Consideration to take into account when building a structure. * The impact of buildings and structure on the environment. * Local and global architecture. | * Systems of government * Ffunction of government * Rights and responsibilities as citizens with in our government |  |
| KEY CONCEPTS | * Change, * Function * Responsibility | * Perspective * Reflection | * Function * Causation * Perspective |  | * Function * Responsibility |  |
| RELATED CONCEPTS | * Growth, * Relationship | * Resolution * Contribution * Principles | * Sequence * Appreciation * Beliefs |  | * Structure, * Interdependence |  |
| IB LEARNER PROFILE | * Inquirer * Thinker | * Knowledgeable * Inquirer | * Open minded * Communicators * Courageous |  | * Principled , * Inquirer , * Knowledgeable |  |
| ATTITUDES | * Tolerance * Empathy * Cooperation | * Integrity * Respect * Appreciation | * Confidence * Creativity |  | * Integrity , * Confidence * Independence |  |
| TD SKILLS | * Communication * Social * Research | * Research Skills * Communication Skills | * Social skills * Communication skills |  | * Self Management , * Social Skills |  |

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| Grade 4  TD THEMES | **Who We Are**  Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human | **Where We are in Place and Time**  Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives. | **How We Express Ourselves**  Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | **How The World Works**  Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment | **How We Organize Ourselves**  Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | **Sharing The Planet**  Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution |
| CENTRAL IDEA | The functioning of the interdependent body systems can be affected by the environment. | Location provides resources and influences exploration | People’s interpretations may be influenced by the picture media portrays . | Inventions can affect different aspects of people’s lives. | Cities are organized to meet the needs of local citizens. | Children world wide encounter a range of challenges , risks and opportunities . |
| LINES of INQUIRY | * Working of various body systems and their interdependence (function). * Environmental effects on the functioning of various body systems (connection) * Our responsibility in maintaining a healthy body system (responsibility). | * Relationship between location and resources * How geographical location influence exploration * Impact of interaction on communities and culture | * Purpose of media * Process of reporting in media * People’s interpretation of media * Role of ethical values in reporting | * Why people invent * Simple machines used in inventions * Impact of technological advances on society and on the environment | * Needs of the local citizens * Infrastructure of a city * Pros and cons of a city life | * Challenges , risks and opportunities that children encounter (local and global) * How children respond to challenges , risks and opportunities * Ways in which individuals and organizations work to protect children from risks. |
| KEY CONCEPTS | * Function * Connection * Responsibility | * Causation * Connection * Reflection | * Perspective * Rresponsibility | * Function * Change * Connection | * Form * Connection * Perspective | * Form * perspective * reflection |
| RELATED CONCEPTS | * Systems * Interdependence * Health * Relationships | * Exploration * Discovery * Adaptation | * Technology in communication * Prejudice * Right * Amenities | * Efficiency * Physics * Technological advancements , Discovery ,Innovation, Invention | * Features * Opinion * bias | * Equality * Rights, * Resilience , health |
| IB LEARNER PROFILE | * Inquirers * Balanced * Thinkers * Communicators | * Courageous * Inquirer * Open minded | * Principled * Communicator * Balanced | * Thinker * Communicator * Inquirer * Knowledgeable | * Knowledgeable * Reflective * Thinkers * Principled | * Inquirer * Caring * Courageous |
| ATTITUDES | * Curiosity * Independence * Confidence * Appreciation | * Confidence * Curiosity * Creativity | * Creativity * Enthusiasm * Integrity | * Curiosity * Creativity * Commitment * Cooperation | * Independence * Integrity * Tolerance * Commitment | * Commitment * Empathy * Respect |
| TD SKILLS | * Social Skills * Self Management Skills | * Research Skills * Communication Skills | * Communication skills * Self Management Skills * Thinking skills | * + Research   + Communication   + Thinking | * + Research Skills   + Self Management skills   + Social Skills | * + Self Management   + Social skills |

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| Grade 3  TD THEMES | **Who We Are**  Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. | **Where We are in Place and Time**  Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives. | **How We Express Ourselves**  Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | **How The World Works**  Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment | **How We Organize Ourselves**  Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | **Sharing The Planet**  Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution. |
| CENTRAL IDEA | The choices we make can have an impact on our well being. | Understanding past civilizations can help us to make better connection to the modern world. | Books have evolved overtime and still remain a way to express ourselves. | The earth is a unique part of the Solar System. | Different things we consume go through many process | Ocean resources play an important role in sustaining all life on earth |
| LINES of INQUIRY | * The most significant fact that contributes to my health * Importance of balance life style * Responsibility towards our well being | * Impact of past civilizations on the modern world * Past discoveries that evolved overtime | * Origin of books * Kinds of books and their importance * How books help us to express ourselves | * Important features of the Solar System * Specific characteristics of the earth as part of the Solar System | * Origin of raw materials * The changes raw materials undergo * Role of people in marketing products. | * Characteristics of an ocean * Dependence of life on ocean * Environmental issues concerning the oceans |
| KEY CONCEPTS | * Causation * Responsibility | * Change * Connection , | * Perspective * Reflection | * Form, * Causation | * Change * Connection | * Form * Connection * Responsibility |
| RELATED CONCEPTS | * Initiative * Impact * Healthy lifestyle | * Tradition * Adaptation * Transformation | * Opinion * Interpretation | * Cycle * Pattern * Properties | * Sequence * Network | * Interdependence * Pollution * Conservation |
| IB LEARNER PROFILE | * Balanced * Principled | * Inquirer * Open minded | * Communicator * Risk Taker | * Knowledgeable * Communicator | * Thinker * Knowledgeable | * Caring * Reflective |
| ATTITUDES | * Commitment • Confidence, * Cooperation • Appreciation, * Respect • Empathy, * Integrity | * Appreciation * Curiosity | * Enthusiasm * Creativity | * Curiosity * Confidence * Creativity | * Cooperation * Tolerance | * Commitment * Respect |
| TD SKILLS | * Self Management skills (Healthy life style, Informed choices) * Social Skills (evaluations) | * Research skills * Thinking skills (comprehension) | * Communication skills (speaking, reading) * Self management skills. | * Communication skills (presenting) * Research skills | * Thinking skills (analysis, application) * Social skills (cooperating) | * Thinking skills (acquisition of knowledge) * Research skills. |

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| Grade 2  TD THEMES | **Who We Are**  Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. | **Where We are in Place and Time**  Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives. | **How We Express Ourselves**  Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | **How The World Works**  Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment | **How We Organize Ourselves**  Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | **Sharing The Planet**  Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution. |
| CENTRAL IDEA | We are responsible for our safety and that of others. | People’s journeys and moves affect them and the environment. | People use different forms of arts to communicate and evoke responses . | Matter exists in different forms that can be changed and used for a variety of purposes . | People use organization as a system to create order. | Living things need to adapt to their surroundings in order to survive |
| LINES of INQUIRY | * Safe and unsafe areas around us * The ways our environment ensures our safety * My role in ensuring personal safety and that of others | * Reasons why people move * Reading maps and planning journeys * Effects of moves on individuals and environment | * How ideas can be expressed in the arts * • How different art forms interact with each other | * Origin of matter used in our daily lives. * Properties and function of different materials. * How we use different material affect the global environment | * Reasons for us to organize * Consequences of absence/presence of organization | * How living things adapt * How plants and animals co exist * Our responsibility towards their existence |
| KEY CONCEPTS | * Responsibility, * Connection | * Causation * Change * Connection | * Function * Reflection * Perspective | * Form * Function * Causation | * Function * Causation * Responsibility | * Change * Connection * Responsibility |
| RELATED CONCEPTS | * Duty * Evidence | * Consequences * Modification | * Behavior * Opinion | * Properties * Categories * Consequences | * Cperations * Consequences * Citizenship | * Adaptation * Relationships * Initiative |
| IB LEARNER PROFILE | * Thinker * Reflective * Courageous | * Thinker * Open minded * Courageous | * Communicator * Open minded | * Inquirer * Knowledgeable | * Thinker * Principled * Reflective | * Reflective * Caring |
| ATTITUDES | * Commitment * Cooperation * Independence * Integrity | * Appreciation * Curiosity | * Creativity * Cooperation * Curiosity | * Curiosity * Enthusiasm * Confidence | * Cooperation * Confidence * Risk taker * Independence | * Empathy * Integrity * Curiosity * Respect |
| TD SKILLS | Self Management Skills  Thinking Skills | * Research * Thinking * Communication | Thinking, Research | Research, Thinking | Thinking Research | Research , thinking |

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| Grade1  TD THEMES | **Who We Are**  Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human | **Where We are in Place and Time**  Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives. | **How We Express Ourselves**  Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | **How The World Works**  Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment | **How We Organize Ourselves**  Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | **Sharing The Planet**  Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution. |
| CENTRAL IDEA | Learning about our personal histories allows us to understand who we are and helps us to better connect with others in the world . | Children’s toys and games around the world have evolved overtime | People tell stories for various reasons and in different ways . | Weather is a natural process which affects the world around us and impacts our daily lives. | People belong to different types of groups that have different roles in the community . | Water is essential to life and is a limited resource for many. |
| LINES of INQUIRY | * Our personal histories and those of children from other cultures * Similarities and differences between various cultures | * Games and toys from around the world * Similarities and differences between games and toys of today and the past * Effects of games and toys on us | * What a story is * Why people tell stories * Different ways that stories are presented . | * Weather changes we can observe * Effects of weather on our life | * The different types of groups in our community * The roles of different people in our community * Our responsibility towards the community | * Sources of water * Uses of water * Responsible usage of water |
| KEY CONCEPTS | * Connection * Perspective * Reflection | * Form , * Causation , * Change | * Perspective , * Causation, * Reflection | * Change , * Connection , * Causation | * Responsibilty * Function , * Connection | * Form * Change * Responsibility |
| RELATED CONCEPTS | * Culture * Relationships * Empathy | * Properties * Impact * modification | * Subjectivity * Sequence * reason | * cycles * impact * environment | * duty * citizenship * role * systems | * System * Community |
| IB LEARNER PROFILE | * Open minded * Knowledgeable | * Open minded , * Principled , * Balanced | * Communicator , * Reflective | * Inquirer , * Knowledgeable | * Inquirer , * Thinker , * Reflective | * Principled , * Caring , * Thinker |
| ATTITUDES | * Appreciation * Respect * Tolerance | * Cooperation , * Respect , * Integrity | * Enthusiasm , * Appreciation , * Creativity | * Curiosity , * Appreciation | * Responsibility , * Commitment , * Curiosity | * Appreciation , * Cooperation , * Commitment |
| TD SKILLS | * Social skills * Research skills | * Social Skills : Cooperation * Thinking : Analysis : finding unique characteristics * Self management skills | * Communication : Speaking , listening ,Viewing, Thinking | * Research : Observing and recording data * Thinking | * Social : * Self management * Communication | * Self Management , Research * Connection with the theme : |

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| Prep  TD THEMES | **Who We Are**  Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. | **Where We are in Place and Time**  Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives. | **How We Express Ourselves**  Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | **How The World Works**  Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | **How We Organize Ourselves**  Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | **Sharing The Planet**  Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution. |
| CENTRAL IDEA | Family provide us with a sense of belonging. | Homes reflect our needs and environment | Celebration is a way to recognize the important, personal and cultural events of our tradition. | Earth rotates on its axis in a cyclical manner. | Our school is a community of learners where everyone has different roles and responsibilities . | We share the planet with many different kinds of animals and have a responsibility towards them. |
| LINES of INQUIRY | * The nature of families * The roles people have in a family * Our duties and responsibilities towards our families. | * Purpose of a home * Different types of homes * How environment determine the structure of a home | * What and why do we celebrate? * Kinds and ways of celebration * Symbols manifested during celebration | * How day and night occur * Difference between day and night life | * The organization of our school * The roles and responsibilities of various members of our school . * How we work together in our school | * Characteristics of animals * Our relationship with animals. * Our responsibility towards animals |
| KEY CONCEPTS | * Form * Connection * Responsibility | * Form * Connection | * Connection , * Perspective | * Causation , * Perspective | * Function, * Responsibility, * Risk taker. | * Form * Connection * Responsibilty |
| RELATED CONCEPTS | * Roles , * Values , * Relationships | * Identity * Culture * Environment | * Celebrartion , * Culture, * Beliefs | * Cycles , * Patterns | * System , * Role , * Institution | * Features * Relationships * Custodianship |
| IB LEARNER PROFILE | * Thinkers * Knowledgeable | * Inquirers * Knowledgeable | * Communicator, * Openminded * Reflective | * Inquirers * Knowledgeable * Balanced | * Open minded * Principled * Knowledgeable | * Caring * Principled * Reflective |
| ATTITUDES | * Commitment , * Cooperation , * Respectful | * Independent , * Curiosity | * Appreciation , * Respect , * Creativity , * Tolerance | * Curiosity , * Enthusiasm , * Appreciation , * Creativity | * Cooperation , * Commitment , * Respect | * Tolerance * Curiousity * Enthusiasm * Empathy |
| TD SKILLS | * Social Skills * Communication Skills * Self Management Skills | * Communication Skills * Research Skills | * Communication Skills * Social Skills | * Thinking Skills * Research Skills | * Self management : Organization , fine motor skills * Thinking : Acquisition of knowledge , comprehension * Social : Adopting a variety of group roles . | Thinking Skills: Acquisition of knowledge, Analysis  Social Skills : Accepting responsibility  Research Skills : Formulating questions, Observing, Planning, Collecting Data |

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| KG  TD THEMES | **Who We Are**  Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. | **Where We are in Place and Time**  Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives. | **How We Express Ourselves**  Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | **How The World Works**  Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | **How We Organize Ourselves**  Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | **Sharing The Planet**  Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution. |
| CENTRAL IDEA | We use our senses to learn about ourselves and our environment. |  | We can express our thoughts and ideas in different ways. |  | Rules are important and necessary in our everyday life. | Plants are a life-sustaining resource for us and other living things. |
| LINES of INQUIRY | * Our five senses and their uses * Our likes and dislikes * How we can take care of our sense senses |  | * Different kinds of feelings * What causes us to feel in different ways * How we choose to express our feelings |  | * Purpose of rules and routines. * Reaching agreements | * Things provided by plants for us and other living things. * Structure of a plant * Caring for plant life. |
| KEY CONCEPTS | * Form * Function * Responsibility |  | * Causation , * Perspective |  | * Connection * Perspective * Reflection | * Connection , * Change , * Responsibility |
| RELATED CONCEPTS | * Senses * Health * Safety |  | * Opinion |  |  | * Interdependence , * Growth |
| IB LEARNER PROFILE | * Inquirers, * Knowledgeable * Caring |  | * Open minded , * Risk takers, * Balanced |  | * Principled * Open minded * Communication | * Communicator , * Caring , * Principled |
| ATTITUDES | * Curiosity * Appreciation * Integrity |  | * Empathy , * Confidence, * Creativity |  | * Cooperation * Integrity * respect | * Cooperation , * Independence , * Enthusiasm |
| TD SKILLS | * Communication Skills * Thinking skills * Research Skills. |  | Social skills  Communication skills  Self management skills |  | Social Skills  Communication Skills  Self Management Skills | Social skills  Research skills  Self management skills |

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| Nursery  TD THEMES | **Who We Are**  Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. | **Where We are in Place and Time**  Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives. | **How We Express Ourselves**  Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | **How The World Works**  Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | **How We Organize Ourselves**  Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | **Sharing The Planet**  Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution. |
| CENTRAL IDEA | Everyday I learn about myself and what can I do |  | We can express ourselves through play. | Colors are all around us and can change in different ways | People use different types of transportation to move from one place to another. |  |
| LINES of INQUIRY | * My physical characteristics * What can I do * How am I growing and changing |  | * Communicating through play   Imaginative use of every day materials and objects to express ourselves . | * Different colors around us * How colors change | * Different types of transportation * The need for transportation * Reasons why people use different modes of transportation |  |
| KEY CONCEPTS | * Form * Function * Change |  | * Function * Perspective * Responsibility | * Form * Change * Causation | * Form * connection * Causation |  |
| RELATED CONCEPTS |  |  |  |  |  |  |
| IB LEARNER PROFILE | * Inquirer * Balanced * Caring * Reflective |  | * Communicators * Thinkers * Courageous | * Inquirers * Thinkers * Knowledgeable | * Knowledgeable * Reflective * Thinkers |  |
| ATTITUDES | * Confidence * Empathy * Independence |  | * Creativity * Enthusiasm * Respect * Open minded | * Reflective * Creative | * Curiosity * Cooperation |  |
| TD SKILLS | * Self Management Skills * Thinking Skills * Communication Skills |  | Social Skills  Thinking skills  Communication skills | Thinking skills:  Communication skills  Research skills | Social Skills  Thinking Skills  Communication skills  Research Skills |  |