

Primary Years Programme 2024-25

Transdisciplinary Theme		EYP1	EYP2	EYP3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Central idea	We're always growing and changing.	The way we choose to act affects how we get along with others.	Everyone is special in their own way because of the things that make them unique!	Making good choices helps us stay healthy and happy.	Role models inspire us to keep learning and to help our communities.	Children worldwide face a variety of challenges and risks.	The effective interactions between human body systems contributes to health and survival	Our identities are constantly changing and evolving, influenced by internal and external factors.
	Lines of inquiry	-An Inquiry about me -An Inquiry into discovering my abilities -An Inquiry into seeing How I've Grown	-An inquiry into exploring different forms of relationship -An inquiry into understanding our Roles and behaviour within relationship -An inquiry into learning the ways towards maintaining and developing relationships	-An inquiry into exploring our special qualities and interests. -An inquiry into finding our superpowers and challenges. -An inquiry into celebrating what makes us different	-An inquiry into understanding the link between our choices and our well-being -An inquiry into recognizing the impact of our choices -An inquiry into learning how to make choices that benefit ourselves and others	-An inquiry into who we admire and how they help us think differently. -An inquiry into the good qualities and actions that make someone a great role model -An inquiry into how we can be role models and make a positive difference.	-An inquiry into exploring challenges and risks faced by children. -An inquiry into discovering ways children deal with challenges and risks. -An inquiry into methods people and groups use to protect children from risks.	-An inquiry into Systems and its functions in the human body. -An inquiry into interdependence and interconnectedness in the human body.	-An inquiry into the factors affecting our identity. -An inquiry into identities change over time and through different experiences. -An inquiry into the diverse perspectives on identity and their influence on our self-concept.
	Specify concepts	Form, Function, Change	Form, Connection Responsibility	Form Connection Responsibility	Connection Causation Responsibility	Perspective Connection Responsibility	Function Perspective Responsibility	Function Connection Causation	Function Change Perspective
	Additional concepts	Identity, feelings, growth	Interdependence Structure Interconnectedness	Interdependence, Structure, Interconnectedness	Choice, Influence Balance	Influence Inspiration Attitude	Cause and Effect Equality Justice	System Homeostatis Justice	Identity Self-concept Social norms Growth

Who we are
 An inquiry into: -
 -the nature of the self beliefs and values personal, physical, mental, social and spiritual health
 -human relationships including families, friends, communities, and cultures
 -rights and responsibilities
 -what it means to be human

<p style="text-align: center;">Approaches to learning</p>	<p>Social skills - Practice empathy and care for others - Listen closely to others' perspectives and instructions - Be respectful to others</p> <p>Self management skills - Choose and complete task independently - Follow classroom routines</p>	<p>Social Skills: - Be aware of your own and others' feelings. - Be self- and socially aware. - Practise empathy and care for others. - Listen closely to others. - Be respectful to others. - Help others.</p> <p>Thinking Skills - Observe carefully. - Find unique characteristics. - Synthesize new understandings by seeing relationships - Organize information. - Revise understandings based on new information and evidence. - Show ability to adjust to new situations. - Seek information. - Apply skills and knowledge in unfamiliar situations or outside of school. - Make connections between units of inquiry.</p>	<p>Social Skills -Practise empathy and care for others -Be respectful to others. -Learn cooperatively in a group: being courteous, sharing, taking turns. -Take on a variety of roles in group learning. -Be aware of own and others' emotions. -Be aware of own and others' impact as a member of a learning group. -Be self and socially aware.</p> <p>Thinking Skills Observe carefully in order to recognize problems. Consider ideas from multiple perspectives. Synthesize new understandings by finding unique characteristics; seeing relationships and connections. Draw conclusions and generalizations. Use discussions and diagrams to generate new ideas and inquiries. Practise "visible thinking" strategies and techniques. Use memory techniques to develop longterm memory. Inquire in different contexts to gain different perspectives. Apply skills and knowledge in unfamiliar situations or outside of school. Identify strengths and areas for improvement.</p>	<p>Social skills: -Practice empathy and care for others. -Listen closely to others' perspectives and to instructions. -Be respectful to others. -Learn cooperatively in a group: being courteous, sharing, taking turns. -Help others to succeed.</p> <p>Self-Management : - Bring necessary equipment and supplies to class. -Develop basic time management skills by following class schedules and routines. -Begin to understand and use simple organizational systems to document learning (e.g., keeping materials in designated places).</p>	<p>Research skills: -Formulating and planning: Ask or design relevant questions of interest that can be researched. -Gather information from a variety of primary and secondary sources. -Present information in a variety of formats and platforms.</p> <p>Self-management skills: --Plan short- and long-term tasks. --Use time effectively and appropriately. --Bring necessary equipment and supplies to class. --Understand and use learning preferences.</p>	<p>Self management skills -Learners will use self-management skills to organize their observations, research, and investigations. -They will manage their time effectively and take responsibility for their own learning.(-Plan short- and long-term tasks, -Set goals that are challenging and realistic,Use time effectively and appropriately, -Bring necessary equipment and supplies to class,Keep an organized and logical system to document learning, Keep an organized and logical system to document learning)</p> <p>Thinking skills -Critical thinking- Analysing and evaluating issues and ideas, and forming decisions -Observe carefully in order to recognize problems. -Evaluate evidence and arguments, and associated decisions.</p>	<p>Self management skills -Learners will use self management skills for setting goals for understanding the roles and functions of different body systems -They will use time effectively to balance independent and group activities -Set goals that are challenging and realistic,Use time effectively and appropriately, -Bring necessary equipment and supplies to class,Keep an organized and logical system to document learning, Keep an organized and logical system to document learning)</p>	<p>Communication skills -Use intercultural understanding to interpret communication. -Use a variety of speaking techniques to communicate with a variety of audiences. -Use appropriate forms of writing for different purposes and audiences. -Read critically and for comprehension. -Read a variety of sources for information and for pleasure. -Make inferences and draw conclusions.</p> <p>Self Management Skills -Using strategies that manage state of mind. -Use strategies to support concentration and overcome distractions. -Take responsibility for one's own actions. -Use strategies to reduce stress and anxiety. -Manage anger and resolve conflict. -Practice positive thinking and language that reinforces self-motivation.</p>

Learner Profile	Inquirers Risk- takers	Caring Principled Communicator	Caring, Principled Communicator	Balanced Reflective Principled	Reflective Caring Principled	Thinker Knowledgeable Balanced	Balanced Principled caring	Inquirer Thinker Principled
Subject focus	Social Studies Art, PSPE	Social studies Art PSPE Music	Science PSPE (Personal, Social, and Physical Education)	Science PSPE (Personal, Social, and Physical Education)	Social studies PSPE (Personal, Social, and Physical Education)	Social Studies Art, PSPE (Personal, Social, and Physical Education)	Science Living things (study of human body systems).	Science PSPE (Personal, Social, and Physical Education)
SDG	Goal 3: Good Health and Well-being	SDG 3: Good Health and Well-being	SDG Goal 3: Good Health and Well-being	SDG Goal 3: Good Health and Well-being	SDG Goal 4: Quality Education -	SDG Goal 4: Quality Education	SDG Goal 3: Good Health and well being	SDG Goal 10: Reduced Inequalities

Transdisciplinary Theme	EYP1	EYP2	EYP3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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Central idea			Our homes are special and tell us about who we are.	The way we communicate to each other has changed and made new things possible.	Inventions change how we live now and might change the future too.	Exploration leads to discovery and develops new understandings.	Evidence of past civilizations allows us to make connections to present-day societies.	Migration is a complex phenomenon that affects individuals, communities, and cities in different ways.
Lines of inquiry			- An inquiry into exploring different types of homes. - An inquiry into discovering how homes show what families Value. - An inquiry into learning about homes around the world.	1) An inquiry into understanding how communication has changed over time.(Change) 2)An inquiry into learning why these changes happened and what caused them.(Causation) 3)An inquiry into seeing how these changes connect us to each other and to new	-An inquiry into figuring out why things happen and how inventions affect our lives. -An inquiry into learning that we have a job to use inventions safely and wisely. -An inquiry into seeing how inventions can make things different and	- An inquiry into discovering reasons for exploration. - An inquiry into learning how exploration helps make money and find new opportunities. - An inquiry into understanding how exploration affects society and the environment.	- An inquiry into characteristics of civilizations - An inquiry processes involved in collecting, analysing and validating evidence - An inquiry into Connections between past and present	-An inquiry into the reasons why people migrate. - An inquiry into some of the challenges and opportunities associated with it. - An inquiry into the Effects of migration on communities, cultures and individuals.
Specify concepts			Perspective, Form, Causations	-Change -Causation -Connection	causation responsibility change	Function Causation Connection	Function Causation Connection	Causation Connection Responsibility
Additional concepts			Mapping, Structure, Culture	-Classification -History - Identity -Timeline	interpretation purpose globalisation creativity	Equality Rights Justice	Civilization History Preservation	Settlement Population Refugees Interdependence Diversity Conflict Resolution

Where We are in Place and Time
 An inquiry into: -
 -orientation in place and time
 -personal histories homes and journeys
 -the discoveries, explorations and migrations of humankind
 -the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives

Approaches to learning

Research skills:
 - Select information sources and digital tools.
 Data gathering and documenting (audio recording, drawing, photographing)
 -Use all senses to observe and notice details.

Self-management skills:
 -Choose and complete tasks independently.
 -Follow the directions of others.
 -Follow classroom routines.
 -Share responsibility for decision-making.
 -Demonstrate persistence in tasks.
 - Use strategies to problem-solve.
 - Manage own emotions.

Communication skills:
 -Listen to information.
 - Ask for clarifications.
 - Understand the ways in which images and language interact to convey ideas.
 -Participate in conversations.

Communication:
 1-Read a variety of sources for information and pleasure.
 2-Record simple information and observations by hand or using basic digital technologies.
 3-Communicate information and ideas to peers using basic verbal and non-verbal communication.

Research:
 1-Students begin to locate and organize information from simple and trusted sources, such as children's books or educational websites.
 2-They compare and contrast basic media resources, such as different picture books or educational videos.
 3-Students start to seek a range of perspectives from diverse but age-appropriate media sources.
 4-Introduction to basic awareness of media interpretations, such as understanding that different news sources may present information differently.
 5-Students communicate information and ideas to peers using simple media and modalities, such as drawing pictures or sharing orally.
 6-Students begin to use media ethically to communicate, share, and connect with others in safe and appropriate ways, such as sharing drawings with classmates or participating in supervised online

Research skills:
 -Outline a plan for finding necessary information.
 -Evaluate and select appropriate information sources and/or digital tools based on the task
 -Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams
 -Use critical literacy skills to analyse and interpret information.

Communication skills:
 --Understand the ways in which images and language interact to convey ideas.
 --Give and receive meaningful feedback and feedforward.
 --Read critically and for comprehension.
 --Paraphrase accurately and concisely
 --Read critically and for comprehension

Thinking skills
 analyzing the economic, social, and environmental impacts of exploration and evaluating their significance)
 Observe carefully in order to recognize problems.
 Take knowledge or ideas apart by separating them into component parts,
 Use models and simulations to explore complex systems and issues,
 Organize relevant information to formulate an argument)

Communication skills
 presenting research findings and insights in clear, organized, and persuasive ways.(Communicate with peers, experts and members of the learning community using a variety of digital environments and media,
 Make inferences and draw conclusions,
 Record information and observations by hand and through digital technologies,
 -Use a variety of scaffolding for writing tasks,
 Organize information logically,-Organize information logically,
 -Communicate using a range of technologies and media.

Research skills:
 -Outline a plan for finding necessary information.
 -Evaluate and select appropriate information sources and/or digital tools based on the task
 -Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams
 -Use critical literacy skills to analyse and interpret information.

Communication skills:
 -Listen actively to other perspectives and ideas.
 -Listen actively and respectfully while others speak.
 -Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds
 -Understand the ways in which images and language interact to convey ideas.

Research Skills:
 Information Literacy:

Identify and Access Information:
 Identify appropriate sources of information related to migration, including books, articles, and online resources.
 Learn to access and use these sources effectively.
 Organize Information:
 Organize gathered information systematically to support research on reasons for migration, challenges, and impacts on communities.

Data Collection:
 Use Various Sources: Collect data from a variety of sources to understand different aspects of migration, such as interviews, surveys, and secondary research.
 Record and Present Data: Record data clearly and present findings in a structured format, such as reports or presentations, to convey information about migration effectively.

Analysis and Evaluation:

Analyze Information:
 Analyze data and information to draw conclusions about migration patterns, impacts, and opportunities.
 Evaluate Sources:
 Critically evaluate the credibility and relevance of sources to ensure accurate and reliable information

	Learner Profile			Principled, Knowledgeable, Open Minded, Inquirer	-Knowledgeable -Reflective -Communicator	inquirer thinker risk taker	Inquirers Knowledgeable Balanced	Thinker Open- Minded Inquirer.	Knowledgeable Open-minded Caring
	Subject focus			Science	Social Studies	Science	Science	Science Living things (study of human body systems).	
	SDG			SDG 11: Sustainable cities and development	SDG 11: Sustainable Cities and Communities	SDG Goal 9: Industry, Innovation, and Infrastructure	SDG Goal 9: Industry, Innovation, and Infrastructure	SDG Goal 11: Sustainable Cities and Communities	SDG Goal 10: Reduced Inequalities
Transdisciplinary Theme		EYP1	EYP2	EYP3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Central idea	Rhymes help us learn and express ourselves.	Celebrations help us understand different cultures and bring people together.	Play is a magical way to learn, Explore emotions and have fun together.	Stories help us learn about people, places, and ideas.	Imagination helps us think, create, and express ourselves in amazing ways.	Rituals, traditions and artefacts provide a window into the beliefs and values of cultures.	Effective communication through performance and presentation enhances learning experiences	Interpretation of media influences our perspective and decision making.
	Lines of inquiry	-An inquiry into how rhymes make us feel. -An inquiry into exploring rhymes in different languages. -An inquiry into identifying the story of rhymes.	- An inquiry into exploring how people celebrate in different ways. - An inquiry into discovering how we show our feelings during celebrations. - An inquiry into learning how celebrations bring us closer together.	- An inquiry into exploring different types of play. - An inquiry into discovering our feelings when we play. - An inquiry into learning how to play responsibly.	1) An inquiry into understanding what stories are like and how they are made. 2)An inquiry into learning what stories do and why they are important.(Function) 3)An inquiry into	-An inquiry into understanding how one idea leads to another. -An inquiry into seeing things in different and imaginative ways. -An inquiry into exploring how things work and what they can do.	- An inquiry into exploring elements of culture. - An inquiry into understanding why rituals and traditions are important. - An inquiry into discovering how artefacts show what people believe in.	- An inquiry into the different forms of performance and presentation. - An inquiry into how performance and presentation can enhance learning experiences. - An inquiry into the importance of reflection in	-An inquiry into Exploring Different Media. -An inquiry into Decoding Media Messages. - An inquiry into Being Smart Media Consumers.
	Specify concepts	Perspective, Connection, Function	Perspective, Function, Connection	Form, Connection, Responsibility	-Form -Function -Perspective	Causation Perspective Change	Connection Perspective Function	Form Function Connection	Function Connection Perspective
	Additional concepts	Cultural, Interactions, Diversity	Beliefs, Relationships, Behaviour	Types, Behaviour, Initiative	-Beliefs -Values -Communication -Creativity	Empathy Invention Transformation	Culture Diversity Equality	Communication Diversity Roles	media Advertising propaganda Communication Prejudice Opinion

How We Express Ourselves

An inquiry into: -
 -the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
 -the ways in which we reflect on, extend and enjoy our creativity
 -our appreciation of the aesthetic

Approaches to learning

<p>Thinking skills -Observe carefully -Consider meaning taken from materials and events. -Synthesise new understanding by seeing relationships and connections.</p> <p>Communication skills -Participate in conversation -Express oneself using words and sentences -Listen actively to other perspectives and ideas. - Listen actively and respectfully while others speak</p>	<p>Social Skills: Be self- and socially aware. • Practise empathy and care for others. • Listen closely to others. • Be respectful to others. • Help others.</p> <p>Research Skills: • Data gathering and documenting (audio recording, drawing, photographing) • Gather information from a variety of sources (people, places, materials, literature). • Record observations—drawing, charting, tallying—using • Sort and categorize information and materials; arrange into forms or order, for example, with graphs, marks or symbols using emergent writing skills. • Acknowledge sources, for example, from a book, movie or peer. • Use media to communicate, share and connect with others. • Communicate information and ideas using a variety of media (as their skills progress).</p>	<p>Social skills -Learn cooperatively in a group: being courteous, sharing, and taking turns. -Take on a variety of roles in group learning. -Play cooperatively in groups: sharing, taking turns.</p> <p>Communication skills -Listen actively to other perspectives and ideas. -Understand the ways in which images and language interact to convey ideas. - Listen actively and respectfully while others speak.</p>	<p>Communication : 1- Listen to, and follow the information and directions of others. 2-Ask for clarifications.</p> <p>Thinking: 1-Students begin to organize relevant information to formulate simple arguments or opinions. 2-They start to evaluate simple evidence and arguments presented to them. 3-Introduction to considering ideas from multiple perspectives in simple situations. 4-They start to identify basic obstacles and challenges in achieving simple goals or tasks. 5-Students begin to develop basic awareness of forming decisions, recognizing simple choices and outcomes in familiar situations. 6-Introduction to proposing and evaluating simple solutions to straightforward problems or challenges. 7-Students begin to adjust their understandings based on new information or evidence in basic situations. 8-They draw simple conclusions and generalizations based on direct observations or experiences. 8-Students begin to engage in discussions and simple activities to generate new ideas and inquiries. 10-Introduction to basic "visible</p>	<p>Social skills: -Listen closely to others' perspectives and to instructions. -Learn cooperatively in a group: being courteous, sharing, taking turns. -Be aware of own and others' impact as a learning group member.</p> <p>Thinking skills: -Observe carefully in order to recognize problems. -Organize relevant information to formulate an argument. -Practise "visible thinking" strategies and techniques. -Ask "what if" questions and generate testable hypotheses. -Make connections between units of inquiry and between subjects -Transfer conceptual understandings across transdisciplinary themes and subjects. -Apply skills and knowledge in unfamiliar situations or outside of school.</p>	<p>Research skills -gathering information about different cultures and their elements.(Formulating and planning: -Students develop questions and plan their own research with teacher support,Data gathering and recording -Students gather information from a variety of primary and secondary sources and -use more advanced organizational tools to record information.</p> <p>Communication skills -expressing one's ideas and perspectives about cultural differences and similarities. -Listen to, and follow the information and directions of others., Listen actively and respectfully while others speak, -Understand the ways in which images and language interact to convey ideas, -Listen to, and follow the information and directions of others.</p>	<p>Communication skills Exchanging information Listening,interpreting and speaking Interpreting: Interpret visual, audio, and digital media: Analyze images, videos, and digital content for underlying messages and biases. Recognize the meaning and significance of media language and techniques: Understand symbolism, color use, and sound effects in media.</p> <p>Communicating using technology: Use technology to communicate with others: Collaborate using digital platforms for sharing media insights. Use technology to create digital media presentations: Design digital presentations or projects about media influence.</p> <p>Social skills : Developing Positive Interpersonal Relationships: Using Self-Control: Manage and resolve conflicts effectively: Encourage respectful dialogue when disagreements about media interpretations arise. Demonstrate empathy and understanding: Consider different perspectives and emotional responses to media. Building Respect: Respect different opinions, backgrounds, and cultures: Recognize how media</p>	<p>Communication skills Exchanging information Listening,interpreting and speaking Interpreting: Interpret visual, audio, and digital media: Analyze images, videos, and digital content for underlying messages and biases. Recognize the meaning and significance of media language and techniques: Understand symbolism, color use, and sound effects in media.</p> <p>Communicating using technology: Use technology to communicate with others: Collaborate using digital platforms for sharing media insights. Use technology to create digital media presentations or projects about media influence.</p> <p>Social skills : Developing Positive Interpersonal Relationships: Using Self-Control: Manage and resolve conflicts effectively: Encourage respectful dialogue when disagreements about media interpretations arise. Demonstrate empathy and understanding: Consider different perspectives and emotional responses to media. Building Respect: Respect different</p>
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	Learner Profile	Communicators, Thinkers, Open-minded	Inquirer, Caring	Caring, Communicators	-Thinker -Open-Minded -Communicator	communicator knowledgeable -Inquirer	Open-minded Reflective Balanced	Open-minded Principled Caring	Risk-taker Principled Balanced
	Subject focus	Social Studies, Music, Language	Social Studies, Arts	Social Studies, Language	Social Studies, Language"	Social studies	Social studies	Social studies Language Art	Social Studies
	SDG	SDG 4: Quality Education	SDG 10 - Reduced Inequalities	SDG 4: Quality Education	SDG 4: Quality Education	SDG Goal 4: Quality Education	SDG Goal 4: Quality Education	SDG Goal 4: Quality Education	SDG Goal 16: Peace, Justice, and Strong Institutions
Transdisciplinary Theme		EYP1	EYP2	EYP3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Central idea		Transportation helps us connect with new places and people.		The Earth's surface changes because of natural forces	Changes in states of matter influence the way we interact with and understand the world.	Living things have life cycles that follow patterns and processes, and are influenced by environmental factor.	Energy may be converted from one form to another and stored in various ways.	Machines harness force and motion to shape our world.
	Lines of inquiry		- An inquiry into discovering different ways to travel. - An inquiry into understanding why we use transportation. - An inquiry learning how to be safe on our adventures.		1) An inquiry into understanding what the Earth's surface looks like. 2) An inquiry into learning what natural forces do to the Earth's surface 3) An inquiry into knowing why and how these changes happen.	-An inquiry into exploring what things look like and how they're made. -An inquiry into learning about how things can become different. -An inquiry into understanding why things happen the way they do.	- An inquiry into exploring stages of life cycles for different organisms. - An inquiry into discovering factors that influences life cycles of different organisms. - An inquiry into learning about ways in which humans can support life cycles.	- An inquiry into Forms of energy. - An inquiry into storage and transformation of energy. - An inquiry into conservation of energy.	-An inquiry into building blocks of Innovation. -Force Multiplier. -Machines Through Time.
	Specify concepts		Form, Connection, Responsibility		-Form -Function -Causation	form change causation	Form Function Causation	Function Change Responsibility	Function Change Causation
	Additional concepts		Structure, Networks, Citizenships		-systems -sustainability -interaction	gases liquids properties and uses of materials solids structures -changes of state	Cycles Reproduction Growth Adaptation Interdependence	Conservation Transformation Efficiency Sustainability	System Force Motion Machine

How the World Works
 An inquiry into: -
 -the natural world and its laws
 -the interaction between the natural world (physical and biological) and -human societies
 -how humans use their understanding of scientific principles
 -the impact of scientific and technological advances on society and on the environment

Approaches to learning

Research skills:
 • Data gathering and documenting (audio recording, drawing, photographing)
 • Gather information from a variety of sources (people, places, materials, literature).
 • Record observations—drawing, charting, tallying—using
 • Sort and categorize information and materials; arrange into forms or order, for example, with graphs, marks or symbols using emergent writing skills.
 • Notice relationships and patterns.
 • Use media to communicate, share and connect with others.
 • Communicate information and ideas using a variety of media (as their skills progress).

Communication skills:
 • Listen to information.
 • Listen actively and respectfully to others' ideas.
 • Understand the ways in which images and language interact to convey ideas.
 • Express oneself using words and sentences.
 • Participate in conversations.
 • Take on pretend roles and situations.
 • Understand symbols.
 • Make inferences and draw conclusions.
 • Communicate using a range of technologies and materials.
 • Document information and observations in a variety of ways.

Research skills
 -Use all sense to find and notice relevant details.
 -Gather information from primary and secondary sources.
 -Ask or desing relevant question of interset that can be reseached.

Thinking skills : Critical thinking
 - Observe carefully inroder to recogninse problem
 -Identify obstacles and challenges

Self management
 -Bring necessary equipment and supplies to class.
 -Understand and use learning preferences.
 -Use technology effectively and productively.
 -Take on and complete tasks as agreed.
 -Practice positive thinking and language that reinforces self-motivation.

Thinking skills
 -Take knowledge or ideas apart by separating them into component parts.
 -Use models and simulations to explore complex systems and issues
 -Synthesize new understandings by finding unique characteristics; seeing relationships and connections.
 -Identify strengths and areas for improvement.
 -Record thinking and reflection processes.
 -Reflect on their learning by asking questions

Self-management skills
 Learners will use self-management skills to organize their observations, research, and investigations.
 -They will manage their time effectively and take responsibility for their own learning.
 -Plan short- and long-term tasks,
 -Set goals that are challenging and realistic, Use time effectively and appropriately,
 -Bring necessary equipment and supplies to class,
 -Keep an organized and logical system to document learning

Social skills
 Learners will use social skills to collaborate with others in observing and investigating life cycles.
 -They will work collaboratively to share ideas, discuss findings, and solve problems related to the life cycle of organisms.
 -Be respectful to others, Learn cooperatively in a group: being courteous, sharing, taking turns,
 -Help others to succeed, Build consensus and negotiate effectively,
 -Take on a variety of roles in group learning,
 -Advocate for one's own rights and needs, and those of others

Thinking skills
 -Critical Thinking:
 -Take knowledge or ideas apart by separating them into component parts.
 -Use models and simulations to explore complex systems and issues
 -Synthesize new understandings by finding unique characteristics; seeing relationships and connections.
 -Identify strengths and areas for improvement.
 -Record thinking and reflection processes.
 -Reflect on their learning by asking questions"

Communication skills
 -Information Literacy:

Thinking skills
 -Critical Thinking:
 Analyze Function:
 Analyze the functions and principles behind simple and complex machines to understand how they harness force and motion.
 Evaluate Impact:
 Evaluate the impact of different machines on society and technology throughout history, considering their innovations and developments.

Creative Thinking:
 Generate Ideas:
 Generate creative ideas for improving or inventing new machines based on an understanding of force and motion.
 Design Solutions:
 Design and create models or prototypes of machines using principles learned about force and motion.

Problem Solving:
 Apply Principles:
 Apply principles of force and motion to solve problems related to machine design and functionality.
 Explore Alternatives:
 Explore alternative designs and mechanisms that can enhance the efficiency and effectiveness of machines.

Research Skills
 -Information Literacy:
 Identify and Access Information:
 Identify and access a range of sources

	Learner Profile		Inquirer, Communicator		-Knowledgeable -caring -balanced	Thinker Knowledgeable Reflective	Inquirer Communicator Reflective	Knowledgeable Risk Taker Reflective	Risk-taker Inquirer Reflective
	Subject focus		Science		-Social studies:Human and environmental interactions -Science:Earth and Space	Science	Science	Science	----
	SDG		SDG 11 - Sustainable Cities and Communities		Goal (SDG) 15: Life on Land.	SDG Goal 12: Responsible Consumption and Production	SDG Goal 15: Life on Land	SDG Goal 7: Affordable and clean energy	SDG Goal 9: Industry, Innovation and Infrastructure
Transdisciplinary Theme		EYP1	EYP2	EYP3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Central idea	Signs and symbols help us understand the world around us.		The Earth is our home in the big universe.	People make things from natural resources in different ways.	Understanding our needs and resources helps us make responsible choices.	In a workplace people share responsibility towards a common purpose.	Our action as leader impacts the community.	Government systems play a critical role in creating just and peaceful societies.
	Lines of inquiry	- An inquiry into exploring Signs and Symbols Around Us. - An inquiry into understanding the importance of signs and symbols. - An inquiry into exploring how Signs and Symbols Help Us Talk Without Words.		- An inquiry into discovering the parts of the solar system. - An inquiry into understanding what Earth does for us. - An inquiry into learning how we can take care of Earth.	1)An inquiry into understanding what the final products look like. 2)An inquiry into learning how natural resources are changed to make products.(Change) 3)An inquiry into knowing what these products are used for.(Function)	-An inquiry into the understanding why some things are available and others aren't. -An inquiry into knowing that we should be careful about what we use and how much. -An inquiry into seeing how our choices affect what's available for others and for the environment	- An inquiry into Discovering the Purpose of a Workplace. - An inquiry into Understanding How People in a Workplace Are Connected. - An inquiry into Learning About the Importance of Having a Shared Vision or Common Purpose.	- An inquiry into the leadership and what qualities make an effective leader - An inquiry into the gender roles and stereotypes affect leadership opportunities for girls and women. - An inquiry into the benefits of empowering ourselves to become leaders in communities and beyond.	-An inquiry into key features and functions of different government systems. -An inquiry into government systems interact with other social, economic, and political systems. -An inquiry into roles and responsibilities of citizens and government officials.
	Specify concepts	Connection, Perspective, Function		Form, Causations, Connection	-Form -Change -Function	causation responsibility connection	Causation Change Function	Form Function Perspective	Function Causation Responsibility
	Additional concepts	Patterns, Systems, Communication		Pattern, Systems, Transformation	-Interdependence -production -distribution	systems growth fair trade Sustainability Interdependence Ethics	Organisations Systems Connections Responsibility	Leadership Gender equality Empowerment	Systems Justice Citizenship Justice Power Conflict Resolution

How We Organize Ourselves

An inquiry into: -
 -the interconnectedness of human-made systems and communities
 -the structure and function of organizations societal decision-making
 -economic activities and their impact on humankind and the environment

Approaches to learning

Thinking skills
 -Observe carefully
 -Consider meaning taken from materials and events.
 -Synthesise new understanding by seeing relationships and connections.

Research skills
 -Ask or express through play questions that can be researched
 -Use all senses to observe and notice details.

Communication skills
 -Ask for clarifications
 -Listen actively and respectfully to others' ideas.
 -Express oneself using words and sentences
 -Participate in conversation
 -Understand symbols

Research Skills
 -Select information sources and digital tools.
 -Data gathering and documenting (audio recording, drawing, photographing)
 -Use all senses to observe and notice details.
 - Record observations—drawing, charting, tallying—using
 -Analyse and interpret information.
 -Present information in a variety of modalities.
 -Acknowledge sources, for example, from a book, movie or peer.
 -Communicate information and ideas using a variety of media (as their skills progress).

Communication Skills
 - Listen to information.
 -Listen actively and respectfully to others' ideas.
 -Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols
 -Express oneself using words and sentences.
 -Negotiate ideas and knowledge with peers and teachers.
 -Make inferences and draw conclusions.
 - Communicate using a range of technologies and materials.

Research :
 1-Students begin by asking simple questions about topics of interest that can be explored.
 2-They learn basic strategies to outline a plan for finding information, such as asking adults for help or using simple search terms.
 3-Students start to identify basic information sources, such as books or trusted adults, to gather information.
 4-Students begin to gather information from simple primary sources, such as observations or interviews with familiar individuals.
 5-They use basic sensory perception to find and notice relevant details in their surroundings.
 6-Students start recording observations through simple methods like drawing, basic note-taking, or writing simple statements.

Self management:
 1-Develop basic time management skills by following class schedules and routines.
 2-4-Start to use strategies to support concentration, such as simple reminders or visual aids.
 3-Begin to demonstrate persistence in completing tasks and activities, even when faced with challenges.
 4-Take responsibility for

Research skills:
 Use all senses to find and notice relevant details.
 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.
 Draw conclusions from relationships and patterns that emerge from data.
 Compare, contrast and draw connections among (multi)media resources.

Communication skills:
 Listen actively to other perspectives and ideas.
 Ask for clarifications.
 Understand the ways in which images and language interact to convey ideas
 Give and receive meaningful feedback and feedforward.
 Read a variety of sources for information and for pleasure.
 Read critically and for comprehension.
 Paraphrase accurately and concisely.
 Organize information logically.
 Understand and use mathematical notation and other symbols

Research Skills
 Learners will develop their ability to research and investigate the systems and structures of different organizations, as well as the factors that contribute to their success.(Synthesizing and interpreting: Students use critical thinking skills to analyze and interpret information and create basic narratives, timelines, and diagrams,Evaluating and communicating: Students draw meaningful conclusions and present information using a variety of formats and platforms)

Social Skills
 Learners will use their social skills to collaborate with others in analyzing the different organizations, their systems and structures, and their purpose and responsibility.Be aware of own and others' emotions,Be aware of own and others' impact as a member of a learning group,Build consensus and negotiate effectively by considering others' opinions and finding common ground,Make fair and equitable decisions by listening to all sides and being open-minded,Encourage others to contribute by giving everyone a chance to speak and participate.)

Self management skills
 Organization:
 Manage Time Effectively: Plan and manage time effectively to complete research and presentations about government systems and their interactions with other systems.
 Set Goals and Prioritize: Set clear goals for each line of inquiry and prioritize tasks to ensure that all aspects of the unit are covered thoroughly.

Self-Motivation:
 Stay Focused: Maintain focus and stay motivated throughout the unit, especially during complex tasks such as researching different government systems and their impacts.
 Reflect and Adjust: Regularly reflect on progress and make adjustments to strategies as needed to stay on track with learning objectives.

Responsibility:
 Take Initiative: Take initiative in group work or individual research projects, contributing actively and responsibly to discussions and assignments related to government systems.
 Manage Resources: Utilize and manage resources effectively, including time, materials, and information, to support learning and project completion.

Thinking skills
 Critical Thinking:

Self management skills
 Organization:
 Manage Time Effectively: Plan and manage time effectively to complete research and presentations about government systems and their interactions with other systems.
 Set Goals and Prioritize: Set clear goals for each line of inquiry and prioritize tasks to ensure that all aspects of the unit are covered thoroughly.

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	Learner Profile	Knowledgeable, Inquirers, Reflective		Inquirer, Thinker, Caring.	-Thinker -Open-minded -Balanced	risk- taker knowledgeable balanced	Principled Knowledgeable Communicator	Risk - Taker Communicator Reflective	Communicator Open-minded Reflective
	Subject focus	Social Studies, Science, English, Math, Music		Science, Language Communication, Math	Social studies	Social studies	Social Studies	Social Studies	Social Studies PSPE
	SDG	SDG 4: Quality Education		SDG 15: Life on Land	SDG 2 : Zero Hunger	SDG Goal 8: Decent Work and Economic Growth	SDG Goal 11: Sustainable Cities and Communities	SDG Goal 16: Peace, Justice, and Strong Institutions	SDG Goal 16: Peace, Justice, and Strong Institutions
Transdisciplinary Theme		EYP1	EYP2	EYP3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Central idea	Our world is full of interesting animals	Plants help support life on Earth.		Taking care of our community means saving resources.	Adaptation can help us respond to the challenges of climate change.	Biodiversity relies on maintaining the interdependent balance of organisms within systems.	Human actions influence the health of the planet and its ecosystems.	Access to medical care around the world varies and can influence how diseases are spread.
	Lines of inquiry	- An inquiry into exploring different types of animals. - An inquiry into understanding what animals need to be happy and healthy. - An inquiry into learning how to be superheroes for animals.	- An inquiry into exploring different types of plants and what makes them special. - An inquiry into discovering the things we get from plants. - An inquiry into learning how to take care of our plant friends.		1)An inquiry into understanding how conserving resources helps the community. 2)An inquiry into seeing why it's important from different points of view. 3)An inquiry into learning what we can do to take care of our community.	-An inquiry into understanding how living things change to fit their environment. -An inquiry into climate change affecting living things and their habitats -An inquiry into finding out the ways we can be like superheroes and protect our planet.	- An inquiry into Discovering How Living Things Depend on Each Other in Nature - An inquiry into Understanding How People Can Help or Hurt the Environment - An inquiry into Learning About the Dangers to Biodiversity and How We Can Protect It	- An inquiry into Understanding Pollution and Its Effects - An inquiry into Investigating Chemical Pollutants. - An inquiry into Exploring Waste Management Solutions.	-An inquiry into the types of diseases and microorganisms. -An inquiry into the way diseases spread. -An inquiry into the role of health organisations around the world.
	Specify concepts	Form, Connection, Responsibility	Form, Change, Responsibility		-Function -Perspective -Responsibility	Causation Responsibility Connection	Connection Causation Responsibility	Function Causation Responsibility	Form Causation Function
	Additional concepts	Characteristics, Initiative, Impact	Classification, Interdependence, Caring		-Interdependence -Conservation -Transformation	Classification Habitat Interdependence Adaptation	Biodiversity Interdependence Conservation	Sustainability Impact Change	Sustainability Resource management Innovation

Sharing the Planet
 An inquiry into: -
 -rights and responsibilities in the struggle to share finite resources with other people and with other living things
 -communities and the relationships within and between them
 -access to equal opportunities
 -peace and conflict resolution

Approaches to learning

Social skill
 -Practise empathy and care for others
 -Learn cooperatively in a group: being courteous, sharing, and taking turns.

Communication skills
 -Participate in conversation
 -Express oneself using words and sentences
 -Listen actively to other perspectives and ideas.
 - Listen actively and respectfully while others speak.

Thinking skills
 -Observe carefully
 -Find unique characteristics
 -Consider meaning taken from materials and events

Thinking Skills
 - Observe carefully.
 - Find unique characteristics.
 - Synthesize new understandings by seeing relationships
 - Organize information.
 - Revise understandings based on new information and evidence.
 - Show ability to adjust to new situations.
 - Seek information.
 - Apply skills and knowledge in unfamiliar situations or outside of school.
 - Make connections between units of inquiry.

Research Skills:
 - Data gathering and documenting (audio recording, drawing, photographing)
 - Gather information from a variety of sources (people, places, materials, literature).
 - Record observations—drawing, charting, tallying—using information and materials; arrange into forms or order, for example, with graphs, marks or symbols using emergent writing skills.
 - Acknowledge sources, for example, from a book, movie or peer.
 - Use media to communicate, share and connect with others.
 - Communicate information and ideas using a variety of media (as their skills progress).

Social:
 1-6-Be aware of own and others' emotions at a basic level.
 2-Begin to develop self-awareness and understanding of one's own feelings.
 3-Start to recognize the impact of one's actions on others within a learning group.
 4-Introduce basic strategies to prevent and address bullying, such as seeking help from adults or using "stop" signals.

Thinking:
 1-Students begin to observe carefully to recognize simple problems or challenges in their environment.
 2-Introduction to breaking down knowledge or ideas into component parts in simple situations.
 3-Students engage in basic exploration of concepts using simple models or simulations.
 4-Introduction to considering ideas from multiple perspectives in simple situations.
 5-Students recognize basic relationships and connections between ideas or objects.
 6-Introduction to identifying and questioning basic assumptions or biases in simple contexts.
 7-Students begin to develop basic awareness of forming decisions, recognizing simple choices and outcomes in familiar situations.

Thinking skills
 Practise "visible thinking" strategies and techniques.
 Make connections between units of inquiry and between subjects.
 Transfer conceptual understandings across transdisciplinary themes and subjects.
 Apply skills and knowledge in unfamiliar situations or outside of school.
 Record thinking and reflection processes.
 Reflect on their learning by asking questions

Social skills
 Listen closely to others' perspectives and to instructions.
 Take on a variety of roles in group learning.
 Be aware of own and others' impact as a member of a learning group.

Thinking skills
 -Practise "visible thinking" strategies and techniques.
 -Make connections between units of inquiry and between subjects.
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Social skills
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 -Be aware of own and others' impact as a member of a learning group.

Research skills:
 Information Literacy:
 Locate and Collect Information: Find relevant data and information about diseases, their spread, and healthcare access from a variety of sources, including books, articles, and online resources.
 Organize and Categorize Data: Sort and organize information systematically, such as using charts or tables to compare healthcare access or disease spread across different regions.
 Critical Thinking:
 Analyze Sources: Evaluate the credibility and reliability of different sources of information, distinguishing between primary and secondary sources and identifying bias.
 Synthesize Information: Combine information from multiple sources to form a comprehensive understanding of how access to medical care influences disease spread.

Communication skills:
 Presentation:
 Organize and Present Information Clearly: Create clear and well-structured presentations, reports, or posters that convey research findings about disease

Learner Profile	Principled, Knowledgeable, Caring	Inquirer, Caring, Reflective		-Knowledgeable -Caring -Principled	Knowledgeable Caring Principled	Balanced Inquirer Communicator	Balanced Inquirer Communicator	Inquirer Communicator Thinker
Subject focus	English, Math, Science, Art, Music	Science		Science	Science component: Living things	Science Social studies		Science Social studies
SDG	SDG 13: Climate action	SDG 6 - Clean Water and Sanitation		SDG Goal 12: Responsible Consumption and Production	SDG Goal 13: Climate Action	SDG Goal 13: Climate Action	SDG Goal 15: Life on Land	SDG Goal 3: Good Health and Well-being.