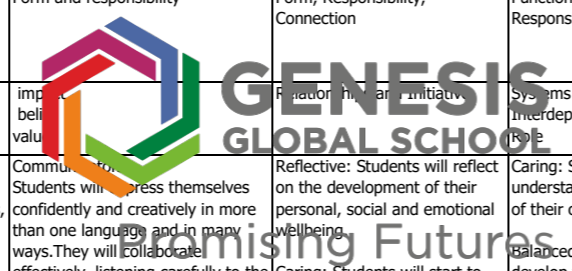



Who We Are

An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
Timeline	July - September	July-September	March- May	August- September	September- October	April-May	July- August
Focus of exploration	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing	An inquiry into identity as individuals and as part of a collective through: physical health and well-being	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and health and well-being relationships and belonging learning and growing	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being relationships and belonging learning and growing
Central idea: The students understand that:	We learn about ourselves as we grow	Members of the community have roles and responsibilities to build connections.	The lifestyle choices we make impact our health.	Understanding relationships around us contributes to personal, social and emotional well-being.	Understanding the interdependence of body systems leads to our well-being.	Changes people experience at different stages of their lives affect their evolving self-concept.	Our choices help maintain a balance between various factors of health that lead to overall well-being.
Lines of inquiry: An inquiry into:	How our body changes with time How we use our body and body parts	Social connections existing in communities Roles and responsibilities of different members of communities: community helpers	What healthy lifestyle looks like I am responsible for my health	Identifying different emotions Our actions can affect the feelings of others Importance of communication and empathy in building strong relationships.	Functions of the different body systems Interdependence of various body systems Keeping our systems healthy	The physical, social, emotional and intellectual changes that occur throughout life Factors that contribute to well-being during adolescence How relationships contribute to our self-concept	Factors impacting health Maintaining a balance between factors affecting health
Specified concepts	Change Function	Connection, Responsibility	Form and responsibility	Form, Responsibility, Connection	Function, Connection, Responsibility	Change connection	Connection, Responsibility
Additional Concepts	Growth Role	Relationships Role	Community Role	Relationships Role	Systems Interdependence Role	Perspectives impact	Interdependence Initiative
Learner Profile attributes	Open minded: Students will be respectful and will cherish their uniqueness. Balanced: Students begin to realise the importance of their body parts and will take care of them	Inquirer: Students become better inquirers while exploring the social connections that exist in communities, learn more about the roles and responsibilities of community helpers. Thinker: Students act as thinkers when they try to understand how communities work, what the roles and responsibilities of community helpers are. Communicator: Students develop as communicators when they listen to the shared information and share their understating of what communities are, who community helpers are and what their roles are. They discuss what the community helpers do and how important it is for everyone in the community.	Community: Students will express themselves confidently and creatively in more than one language and in many ways.They will collaborate effectively, listening carefully to the perspectives of other individuals and groups. Balanced:Students will understand the importance of balancing different aspects of their lives—intellectual, physical, and emotional—to achieve well-being for themselves and others. They will recognize their interdependence with other people and with the world in which they live.	Reflective: Students will reflect on the development of their personal, social and emotional well-being. Caring: Students will start to show empathy and respect towards others.	Caring: Students will understand how to take care of their own body. Balanced: Students will develop the understanding of balanced lifestyle and how the choices we make impact not just our but others' wellbeing as well.	Balanced: Students will recognize the interdependence of people and why global citizens should have a balanced approach towards their rights and responsibilities. Reflective: Students will reflect on the importance of social, emotional, and physical well-being and ways to maintain it at an optimum level.	Balanced: Students will understand the importance of good health and balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for themselves and others. Reflective:Students act as reflective people who are able to analyze different concepts, make assumptions, and conclusions and act based on the understanding they develop.
Approaches To Learning	Self management skill : Students will develop their self -management skills by exploring the functions of their different parts of the body	Self - management: Students develop their self-management skills by realizing the importance of every community member, how their roles and responsibilities impact the whole community and how being organized and considerate matters for the whole community.	Self-management skills: Students will develop their self-management skills by becoming more organized, more responsible for their own actions and choices and will make changes in their own lifestyle.	Self-management skills: Students will be developing their self-management skills by managing state of mind and emotional responses. Social Skills: Students will develop positive interpersonal relationships,learn to respect others and resolve conflicts.	Self - management skills: Students will learn how to manage and take responsibility for their health.	Social skills :Students will identify how interconnected they are with their fellow humans and will develop positive interpersonal and social relationships. Self-management skills : Students will become aware of their roles and responsibilities for better collaboration and shared work ethics	Thinking skills: Students will synthesize new understandings by finding unique characteristics; seeing relationships and connections. Self-management skills: Students will be aware of body–mind connections. They will use strategies to support concentration and overcome distractions.
Subject focus	Science Literacy Hindi Numeracy Drama PSPE	Literacy Numeracy Drama Visual Art Music ICT SST	PSPE Dance Hindi ICT Music Student support Science Social studies Literacy Numeracy	Literacy Numeracy Social studies PSPE	Science PSPE ICT Literacy	Literacy Social studies Science PSPE ICT	Visual Arts Performing Arts PSPE ICT



Where We Are In Place and Time

An inquiry into histories and orientation in place, space, and time through: periods, events, and artifacts communities, heritage, culture, and environment natural and human drivers of movement, adaptation, and transformation	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
Timeline				September- November	April- May	November-December	August-September
Focus of exploration				An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation and transformation.	An inquiry into histories and orientation in space, and time through: periods ,events	An inquiry into histories and orientation in place, space, and time through: periods, events, and artefacts communities, heritage, culture, and environment natural and human drivers of movement, adaptation, and transformation	An inquiry into histories and orientation in place, space, and time through: periods, events, and artifacts communities, heritage, culture, and environment natural and human drivers of movement, adaptation, and transformation
Central idea: The students understand that:				All places on earth have distinguishing physical features which change over time	Exploration of the universe through technological advancements leads to new understanding along the way.	The evolution of ancient civilization has shaped modern society.	Migration may lead to change in communities and the environment
Lines of inquiry: An inquiry into:			 <p>GENESIS GLOBAL SCHOOL</p> <p>Promising Futures</p>	Different landforms Changes in landforms Unique physical features of a place	Evolution of astronomy Heavenly bodies in space Technological advancements in space exploration	1. Explorations of different civilizations –Form 2. Relationship between past and modern society - connection	Causes of migration- (Causation) Migration throughout history (Change) Migration influences perspective and vice versa. (perspective)
Specified concepts				Form, Change	Change Form Causation	Connection Form	Causation Change Perspective
Additional Concepts				Structure, Transformation	Evolution, Structure, impact	Interconnectedness Evolution	Pattern Sequence opinion
Learner Profile attributes				<p>Knowledgeable: Students will gain knowledge about the unique physical features of different landforms and learn how and why do landforms change over time.</p> <p>Communicator: Students will present their research findings and share their past experiences of the various holiday trips in which they have seen different landforms change.</p>	<p>Inquirer: Students will inquire into history of space evolution and technological advancements.</p> <p>Knowledgeable: Students will gain knowledge about different heavenly bodies and technological advancements in space.</p>	<p>Reflective - Students will reflect on their research and findings on human evolution from ancient civilizations to modern-day humans.</p> <p>Open-minded - Students will be open-minded to different ideas, perspectives and opinions that they will encounter during their research.</p>	<p>Risk taker - Students will work independently and cooperatively to explore new ideas and innovative strategies.</p> <p>Caring - Students will show empathy, compassion and respect, commitment to service, and act to make a positive difference in the lives of others and in the world around us.</p>
Approaches To Learning				<p>Research Skills: The students will develop their research skills when they inquire into various landforms and their physical features. They will collect information about how different landforms change.</p> <p>Social Skills: Students develop their social skills when they collaborate working in groups and sharing their views with others.</p>	<p>Research Skills: Students will develop their research skills by exploring various heavenly bodies. They will collect information on various space advancements.</p> <p>Thinking skills: Students will be knowledgeable about space and the universe.</p>	<p>Social Skills: Students collaborate and enhance their social skills while working in groups and sharing their views with their peers. They learn to take feedback and appreciate other's work.</p> <p>Research skills : Students adopt research techniques to learn more about the evolution of mankind and make connections with the present.</p>	<p>Communication Skills: Students develop their communication skills through sharing their perspectives in class related to migration, having discussions on the causes and possible impacts on human life.</p> <p>Social Skills: Students collaborate and enhance their social skills while working in groups and sharing their views with others.</p>
Subject focus				Literacy Numeracy Dance Hindi Science SST PSPE	Science Numeracy Literacy Drama	Social Studies Numeracy Hindi ICT Danc Visual Art	Hindi Music PSPE

Sharing the Planet

An inquiry into the interdependence of human and natural worlds through: rights, responsibilities, and dignity of all pathways to just, peaceful, and reimagined futures nature, complexity, coexistence, and wisdom	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
Timeline	February - April	December-February	Jan-March	April- May	March - April	March - April	Mid January- March
Focus of exploration	An inquiry into the interdependence of human and natural worlds through: - rights, responsibilities, and dignity of all - pathways to just, peaceful, and reimagined futures - nature, complexity, coexistence, and wisdom	An inquiry into the interdependence of human and natural worlds through nature, complexity, coexistence, and wisdom. Rights, responsibilities and dignity of all	An inquiry into the interdependence of human and natural worlds through nature, complexity, coexistence, and wisdom. Rights, responsibilities and dignity of all pathways to just, peaceful, and reimagined futures nature, complexity, coexistence, and wisdom	An inquiry into the interdependence of human and natural worlds through nature, complexity, coexistence, and wisdom. Rights, responsibilities and dignity of all pathways to just, peaceful, and reimagined futures nature, complexity, coexistence, and wisdom	An inquiry into the interdependence of human and natural worlds through: rights and responsibilities, nature, wisdom	An inquiry into the interdependence of human and natural worlds through: nature, complexity, coexistence, and wisdom	An inquiry into the interdependence of human and natural worlds through: rights, responsibilities, and dignity of all pathways to just, peaceful, and reimagined futures nature, complexity, coexistence, and wisdom
Central idea: The students understand that:	People take responsibility to care for animals	Plants and Humans co-exist to sustain life on Earth.	Living things change and adapt to co-exist in the environment.	Personal choices and actions can affect the environment	Efficient management of water as a resource is vital for a sustainable future.	Living things adapt to survive.	Exhibition unit (Student led)
Lines of inquiry: An inquiry into:	Characteristics and needs of animals How people care for animals Our responsibilities for the well-being of animals	What role humans and plants play on earth How plants and human depend on each other	Adaptation of living things in the environment Our roles and responsibilities for coexistence	Limited nature of Earth's resources Human choices can impact the environment Responsible choices lead to sustainability	Sources and uses of water resources Ways to capture and manage fresh water Our responsibility towards water	Adaptation and its types Reasons of adaptation How plants and animals adapt or respond to environmental conditions	
Specified concepts	Change Connection Responsibility	Connection Responsibility	Change Responsibility	Change Initiation Responsibility	Form Function Responsibility	Form Causation	
Additional Concepts	Empathy	Role Interdependence	Change Responsibility	Impact Initiative	Abundance Scarcity Settlement	Change	
Learner Profile attributes	Caring: Students will become caring towards animals and will explore that they share the planet with animals too. Thinker: Students become thinkers who are able to think and take actions on how to take better care of different animals. Principled: Students learn how to be principled people by following certain rules and agreements, taking responsibility for how they act and how they impact the world around them.	Caring: Students will become more caring while exploring the connections between the humans and plants and how they depend on each other. They will understand how important it is for people to be taking care of plants. Balanced: Students start becoming people with better balance in their lives. They start to understand why it is important to use natural resources in a thoughtful way, why it is important to keep balance in the world we live.	Caring: Students will show empathy, compassion and respect. They have a commitment to service, and they will act to make a positive difference in the lives of others and in the world around them. Reflective: Students will thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and personal development.	Reflective: Students will reflect on making better choices which can lead to sustainability. Caring: Students become more caring while understanding the importance of our choices in taking care of the world we live in.	Caring: Students will get opportunities to show that they care about conserving water. Reflective: Students will reflect on their role in managing water and how can they optimise use of fresh water.	Inquirer: Students will research the reasons for adaptation among living beings. They will also inquire into ways animals and plants adapt and avoid extinction. Knowledgeable: Students become more knowledgeable by reading, researching and inquiring into reasons for adaptation and its ways.	
Approaches To Learning	Thinking Skills: Students will use their critical thinking skills to find out solution and ways of taking care of the animals and their resources.	Thinking skills : Students will use their thinking skills and find out what the functions of plants are and how they are useful to humans in their everyday lives.	Social Skills: Students will develop their social skills through the learning activities which require collaborative work, team work to be able to show care and empathy for others.	Research skills: Students will use their research skills to inquire into the different kinds of resources and how to use them effectively. Thinking Skills: The students will use their critical thinking skills to understand how to make informed choices which can lead to a sustainable future.	Thinking Skills: Students will use their critical thinking skills to understand their responsibility towards conservation and management of water as a natural resources.	Communication skills: Students will use their communication skills to talk about their understanding of the need for living beings to adapt to changing environments. Social skills: Students will develop social skills to collaborate, work in groups and respect each others opinions to make informed choices for co-existence.	
Subject focus	Science SST PSPE Numeracy Literacy Hindi Drama Visual art	Language Numeracy Hindi Visual Art Science SST	Literacy Numeracy Hindi Music Science Social studies	Literacy Numeracy Visual Arts ICT SST	Social Studies Literacy Visual Art Numeracy	Social Studies Literacy Numeracy Drama	



How the World Works

An inquiry into the understandings of the world and phenomena through: patterns, cycles, systems diverse practices, methods, and tools discovery, design, innovation, possibilities, and impact	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
Timeline	Year long unit - July - May	February-May	September- October	Feb- March	July- August	September - October	September- October
Focus of exploration	An inquiry into the understandings of the world and phenomena through: patterns, cycles, systems diverse practices, methods, and tools discovery, design, innovation, possibilities, and impacts	An inquiry into the understandings of the world and phenomena through: patterns, cycles, systems diverse practices, methods, and tools discovery, design, innovation, possibilities, and impacts	An inquiry into the understandings of the world and phenomena through: and tools discovery, design, innovation, possibilities, and impacts patterns, cycles, systems diverse practices, methods, and tools discovery, design, innovation, possibilities, and impacts	An inquiry into the understandings of the world and phenomena through: patterns, cycles, systems diverse practices, methods, and tools discovery, design, innovation, possibilities, and impacts	An inquiry into the understandings of the world and phenomena through: tools, discovery, design, and impacts	An inquiry into the understanding of the world and phenomena through: discovery, design, innovation, possibilities, and impacts Patterns, cycles and systems Diverse practices, methods and tools	An inquiry into the understandings of the world and phenomena through: discovery, design, innovation, possibilities, and impacts patterns, cycles, systems diverse practices, methods, and tools
Central idea: The students understand that:	The patterns of the Earth cycle influence living beings.	Materials around us help us to meet our daily needs.	Light has properties that can be used in different ways.	Experimentation may lead to discoveries that transform society.	The evolution of machines and their functions have brought changes in our lives.	Understanding energy and forces around us helps explain how things function.	Human interaction with natural resources impacts the functioning of the natural system.
Lines of inquiry: An inquiry into:	Causes of day and night Seasonal change My responsibility towards my health during changing season	Natural material, their properties and usage Changes in materials for specific purposes	The properties of light How light can be used The importance of light	The process of experimentation. Historical discoveries and their impact on society. How modern discoveries are shaping our world.	Simple and complex machines used in our everyday daily How the evolution of machines has changed our lives	Energy and its types Forces around us Application of forces and energy in our daily lives	Reasons for the malfunctioning of natural systems The impact of the malfunctioning of natural systems on the environment and humans
Specified concepts	Causation Change Responsibility	Form Change Function	Form Function Connection	Form Change Connection	Change Function	Form Function Connection	Causation Function
Additional Concepts	Sequence Cycles	Properties, Reform, Reuse	Role, source	Properties, Innovation	Systems, Transformation	Impact Science Innovation	Impact System
Learner Profile attributes	<p>Knowledgeable: Students become more knowledgeable by exploring the cycles of day and night and how seasons sequence. They also learn more about the ways living things respond to such changes with their activities, behaviour.</p> <p>Inquirer: Students will explore the causes of day and night, the sequence of seasons and their impacts through real life experiences and observations, inquire into things around them.</p> <p>Reflective: Students become more reflective by analysing the impact the natural cycles have on our lifestyles and behaviour.</p>	<p>Reflective: Students will apply their understanding of different materials and will reflect on their importance and the ways they can be effectively used by human society.</p> <p>Knowledgeable: Students become more knowledgeable learning facts about different materials, their features and use.</p> <p>Principled: Students further develop the attribute of being principled by understanding the importance of the choices they make and the actions they take when it refers to following rules, regulations, responsible and fair use of things.</p>	<p>Reflective: Students will become better inquirers by exploring the sources of light, the ways it travels, its uses, and the impact of our daily life.</p> <p>Thinker: Students will use critical and creative thinking skills to analyse and take responsible action on complex problems. They will exercise initiative in making reasoned, ethical decisions</p>	<p>Inquirer: Students will explore the process of experimentation by asking questions, conducting experiments, and seeking answers.</p> <p>Thinker: Students will analyze the historical discoveries and their impact in shaping the world.</p>	<p>Knowledgeable: Students will gain knowledge more about machines while inquiring into functions of machines.</p> <p>Thinkers: Students will use their thinking skills to understand how machines work and they will apply their learning to create machines.</p>	<p>Knowledgeable: Students become more knowledgeable by getting more information/facts related to the energy and forces they explore in the unit. They can introduce, discuss and reflect on the same in different contexts.</p> <p>Communicator :Students will express their ideas, thoughts and viewpoints to share their knowledge and comprehension of the topic of energy and forces. They will share feedback with peers for improvements.</p>	<p>Caring: The students will acquire a caring attitude towards natural resources and the environment realizing their roles and responsibilities for keeping the natural systems function the way they should.</p> <p>Communicator: Students will express themselves confidently and creatively in more than one language and in many ways. They will collaborate effectively, listening carefully to the perspectives of other individuals and groups. Balanced: The students will realize the importance of a balanced approach to everything, including how we use natural resources for our everyday needs.</p>
Approaches To Learning	<p>Research Skill: Students will develop their research skills while gathering information from different resources related to the earth natural cycles and seasonal changes, how people behave and how their actions are changed.</p> <p>Self Management skills: Students will develop a better understanding of how to manage their day activities and how to take care of themselves in different seasons.</p>	<p>Research Skills: Students will develop their research skills while gathering information about different materials, their properties and their use by humans in their daily lives.</p> <p>Thinking Skills: Students will develop their thinking skills through the learning experiences of the unit when they have discussions about materials, their properties, their use and the possible changes of the properties to use them for different purposes.</p>	<p>Research Skills: Students will enhance their research skills by exploring different sources of light and by conducting experiments to understand how light travels. Students will formulate questions and generate hypotheses, and come up with possible outcomes when demonstrating the scientific process. Students will collect, record, organise and present their research work. Students will do planning and execute as well.</p>	<p>Research Skills: Students will develop their research skills by asking questions, observing, and collecting data.</p> <p>Thinking Skills: Students will use their critical thinking to draw conclusions about the experiments they will conduct.</p>	<p>Thinking skills: Students will use their thinking skills to identify and discuss various simple and complex machines and use the correct terminology to describe how each simple machine works</p>	<p>Research skills: Students will develop their research skills by asking questions, reading and comprehending texts and finding ways for application energy and force.</p> <p>Thinking skills: Students will use their thinking skills to identify and discuss principles behind energy and forces that help things to move and function.</p>	<p>Thinking Skills: Students will develop and use their thinking skills to reflect on how far human actions can impact the environment, and what are the ways to make the impact less negative.</p> <p>Self- Management Skills: Students will develop their self-management skills by restricting unnecessary consumption of resources which lessens the negative impact on the environment.</p>
Subject focus	Science SST Numeracy Literacy Dance Music Visual arts	Language Numeracy PSPE ICT Dance Music Science SST	Literacy Numeracy Drama VA Hindi Science Social studies Music	Literacy Numeracy Science PSPE	Science Literacy ICT Numeracy	Science Literacy Numeracy PSPE ICT Music	English ICT VA

How we express ourselves

An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity personal, social, and cultural notes and practices of communication intentions, perceptions, interpretations, and responses	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
Timeline	October - December	September-November	November - December	December - January	January- February	July - August	November- Mid January
Focus of exploration	An inquiry into the diversity of voice, perspectives, and expression through: 1. inspiration, imagination, creativity 2. personal, social, and cultural notes and practices of communication	An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity personal, social, and cultural notes and practices of communication	An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity personal, social, and cultural notes and practices of communication intentions, perceptions, interpretations, and responses	An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity personal, social, and cultural notes and practices of communication	An inquiry into the diversity of voice, perspectives, and expression through: inspiration	An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity personal, social, and cultural notes and practices of communication intentions, perceptions, interpretations, and responses representation, collaboration, and decision-making	An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity personal, social, and cultural notes and practices of communication intentions, perceptions, interpretations, and responses representation, collaboration, and decision-making
Central idea: The students understand that:	We use different creative ways to express ourselves.	Celebrations across the world help people express themselves.	Exploring and appreciating different cultures helps people become global citizens.	Stories communicate ideas and values that connect people.	Role models inspire people to express their ideas, values and beliefs.	Exploration of different genres across all forms of art and literature cultivates appreciation.	Exploring light and sound as a medium to express imagination in creative ways.
Lines of inquiry: An inquiry into:	Creative forms in which we can express ourselves Choice of form we express ourselves depends on what we enjoy doing	Why people have special celebrations The different ways we celebrate special events	Cultures are diverse What being a global citizen means	What stories convey Different ways of storytelling How same stories can be interpreted in different ways	People who inspire us and the qualities of our role models What determines our ideas, hopes and values Building on our strengths to help others	Outline and define different forms of creative expression. Interpreting characters through different lenses. Aesthetic appreciation as a way of creative expression.	Exploring the properties of light and sound Creative use of light and sound
Specified concepts	Form Perspectives	Perspective, Causation	Perspective, Form	Form Function Perspective	Function Perspective Connection	Perspectives Form Function	Form Function
Additional Concepts	Communication Opinion	Culture, Values, Reasons	Belief Description	Opinion Pattern	Inspiration Believes Values Making correct choices	Characteristics	Properties Communication
Learner Profile attributes	Communicators: Students will be exploring different ways of expression their ideas and feelings, their understanding of the world around them becoming better communicators. Risk-takers: Students will start behaving as risk takers trying to experiment on how they can express themselves in different ways. Open minded: As young learners, they will be exposed to different perspectives on how people can express themselves and this will help them to start developing open mindedness.	Open Minded: Students will learn about different celebrations, the reasons for having those marked and will start to respect all the cultures and their celebrations which take place across the world. Risk-takers: Students will act as risk-takers while exploring the different ways which can be used to express ideas and feelings. They will try to become part of different cultural celebrations and events exposing themselves to new ways of expressions.	Open-minded: Students will critically appreciate their own cultures and personal histories as well as the values and traditions of others. They will seek and evaluate a range of points of view, and they are willing to grow from the experience. Risk-takers: Students will approach uncertainty with forethought and determination; they will work independently and cooperatively to explore new ideas and innovative strategies. They will be resourceful and resilient in the face of challenges and change.	Communicator-Students will express their ideas through various forms of storytelling (e.g., oral, written, visual). Open minded- Students will appreciate the values and ideas presented in stories from diverse cultures.	Open-minded: Students will appreciate and accept the contributions in making each ordinary person a role model. Reflective: Students will reflect on their ideas about ways people have adopted to inculcate the qualities of their role models.	Thinker: Students use their thinking and imagination skills to explore all genres of performing, creative and literary arts when they inquire into the unit. They express ideas creatively and evaluate their choice for aesthetic appreciation. Communicator - Students will express their ideas and expressions through various mediums and stories.	Thinker : This unit will encourage students to use their imagination and creativity to explore how these elements are used to express ideas and emotions. Through hands-on experiments and creative projects, they will investigate the properties of light and sound, discover how they can be manipulated for artistic expression, and understand their impact on communication. Inquirer: This unit will inspire students to ask questions and seek answers about how these elements are used to convey ideas and emotions. Through investigative experiments and creative projects, they will delve into the properties of light and sound, discovering how they can be harnessed for artistic expression and effective communication.
Approaches To Learning	Communication skills: Exchanging information: Students will be developing their communication skills while exploring different ways of shading ideas, expressing their feelings. Discovering the world around them they will communicate what they see, what they understand and how they feel.	Social Skills: Students will develop their social skills while working in groups and learning how to respect each other. Communication Skill: Students will enhance their communication skills while sharing their thoughts and ideas about different celebrations with their friends, learning about others' traditions and important events.	Communication skills: Students will enhance their communication skills through the learning experiences requiring not only careful listening but also communication/sharing of views with others to understand different perspectives around world cultures. They will become more confident in exchanging thoughts, messages and information in an effective way.	Communication skills: Students will develop their communication skills as they listen to stories and share their thoughts clearly. They will read stories from various cultures and write their own stories, and develop their literacy skills. Social skills: Students will enhance their social skills as they work in groups to create and share stories, promoting teamwork and collective creativity	Thinking skills: Students will think critically and creatively when expressing their opinions about the virtues of their role models. Communication Skills: Students will have opportunities to read, speak, write, view and present through various engagements while learning about role models.	Thinking Skills: Students will develop their reflective and critical thinking skills while exploring the different forms of expression, analysing and making decisions on the choice of the form to express their own ideas, perspectives and values. Self-management skills: Students will engage and manage their emotions, feelings to make informed choices regarding their form of creative expression.	Thinking skills: Students will enhance their thinking skills by exploring light and sound. They will conduct experiments to understand how light and sound work and use this knowledge to create art and music. Students will analyze how light and sound are used in different ways and compare these uses to develop their critical thinking. They will also solve problems by designing their own experiments or projects, applying their knowledge in creative ways. Communication Skills: Students will present their findings from experiments on light and sound, clearly explaining their processes and results. Students will work in groups to create art and music projects, sharing ideas and collaborating effectively.
Subject focus	Music Dance Visual Art Drama ICT Literacy	Language Numeracy PSPE Drama Dance ICT Hindi Visual Art SST	Literacy Numeracy VA Music Dance Social studies	Literacy Visual Arts Music Drama Dance Hindi ICT SST	Social Studies Literacy Visual Art Drama Dance Music Hindi	Language arts Drama Music Dance Visual arts ICT	Drama ICT Dance

How We Organize Ourselves

An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making	Nursery	KG	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
Timeline			July- August	July- August	November - December	January - February	Mid October- November
Focus of exploration			An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making	An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making	An inquiry into systems, structures, and networks through: approaches to livelihoods and trade practices	An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making	An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration, and decision-making
Central idea: The students understand that:			People create systems to meet community needs.	The structure of communities influences the way people live and work in a society.	Marketplaces depend on the ability to produce goods and supply services	Economic structure affects the approaches to livelihoods and trade practices.	Understanding the natural environment helps us prepare for disasters.
Lines of inquiry: An inquiry into:			Needs that communities have Why humans create systems How systems help to address community needs	Different types of communities Understanding the differences and similarities between Urban and Rural Communities The interdependence between rural and urban communities	Forms of trade and market structures Production, demand and supply are connected to each other. The choices we make when we go to a marketplace	Sectors of economy Different types of trade practices and its impact	Causes and effects of interaction between human communities and natural environment Preparing for disasters (at local and global level)
Specified concepts			Causation Connection Function	Form Connection Perspective	Form Connection Perspective	Form Connection	Causation Function
Additional Concepts			Reasons Systems	System Structure	Conditions Relevance	Impact consequences	Impact Role
Learner Profile attributes			Knowledgeable- Students will become more knowledgeable learning different facts about communities, what needs they have, what systems exist to meet those. Principled - Students will act as principled learner who are able to identify their own role in the community and feel responsible for things they do. They follow the rules and regulations introduced in the community.	Knowledgeable: Students will explore different types of communities and understand their unique structures and characteristics. Thinker: Students will explore the interdependence between rural and urban communities, analyzing how these communities rely on each other for resources, services, and economic stability.	Risk takers: Students will understand the risks involved in market structure by analyzing various real life situation Principled: Students will have a better understanding of how being fair, principled matters when speaking about the economic development of the community.	Inquirer - Students will develop the attribute of an inquirer as they explore different sectors to understand the movement of goods and services. Principled - Students will be able to comprehend principles of trade and dig deeper into understanding fair and unfair trade practices.	Inquirer: Students will develop the attribute as they explore about natural disasters- their causes and management. Knowledgeable: Students become knowledgeable as they study about disasters and ways to overcome their impact.
Approaches To Learning			Thinking skills Students will use their thinking skills and understand the importance of systems in their lives. Students will understand the value and importance and role of community helpers and how systems help community.	Research Skills: Students will use research skills to gather information about various types of communities. Thinking Skills- Students will use their thinking skills to assess different community structures (urban, rural) influence social interactions, work patterns, and lifestyle choices.	Social Skills: Students will enhance their social skills by working in groups while inquiring into the forms of trade and market structures. Communication Skills: Students will develop their communication skills while exploring economic activities in different communities.	Communication skills - Students will develop their communication skills while exploring different sectors of the economy and trade practices. Self-management skills - Students will learn to manage resources and create a balance between fair distribution of goods and services.	Research skills: Students will develop their research skills while investigate the causes, impact and management of disasters. Self-management Skills: Students will enhance their self-management skills while working in groups and inquiring about disasters.
Subject focus			VA Hindi Drama- Improvisation with props Science Social studies Literacy Numeracy	Literacy Visual Arts Music Drama SST Hindi	Social Studies Literacy Hindi Numeracy	Social Studies Literacy science ICT PA PSPE	Drama ICT Hindi