

K5 A Year		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <p>Who we are</p> <p>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> <p>Title</p> <p>Anatomy of a script</p> <p>Central idea</p> <p>We share our stories through various symbols</p> <p>Key concepts</p> <p>Form, function, connection</p> <p>Related concepts</p> <p>Communication, symbols, patterns</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Writing systems have patterns • Symbols connect to sounds and meaning • Ways we construct meaning 	<p>Transdisciplinary strands</p> <p>Social Studies</p> <p>Human systems and economic activities Social organization and culture Continuity and change through time</p> <ul style="list-style-type: none"> - Skills (see chart): a., c. <p>Language Phase 2</p> <p>Listening and speaking Viewing and presenting Written language - reading Written language - writing</p> <p>PSPE Phase 1</p> <p>Identity, interactions</p> <p>Math Phase 1</p> <p>Pattern and function Number</p> <p>Science: Forces and Energy</p> <ul style="list-style-type: none"> - Skills (see chart): a.,c.,e. <hr/> <p>PSPE</p> <ul style="list-style-type: none"> • develop a range of fine and gross motor skills • identify positive thoughts and attitudes in themselves and others • ask questions • reach out for help when it is needed for themselves or others 	<p>Science and Social studies</p> <ul style="list-style-type: none"> • Understand the components of making sounds • Differentiate between quiet and loud sounds • Recognize the parts needed to hear sounds • Analyze the human systems needed for sounds <p>Language</p> <ul style="list-style-type: none"> • listen and respond in large or small groups • read and understand print from the immediate environment • understand sound-symbol relationships and recognize sounds/symbols/words of the language community • instantly recognize an increasing bank of high-frequency and high interest words, characters or symbols • enjoy writing and value their own efforts • write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using sentence structures like “I can...” “I like ...” • create illustrations to match their own text • demonstrate an awareness of the conventions of written text - sequence, spacing, directionality • connect written codes with sounds of spoken language and reflect this understanding when recording ideas • form letters conventionally and legibly with an understanding as to why this is important within language community <p>Math</p> <ul style="list-style-type: none"> • understand and describe patterns in everyday situations • count to determine the number of objects in a set

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect upon, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Title Do plants have feelings?</p> <p>Central idea We can express our feelings, ideas, and understanding in various ways.</p> <p>Key concepts Causation, reflection, perspective</p> <p>Related concepts Feelings, ideas, understanding</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Modeling can show our understanding and ideas The importance of recognizing my feelings and others' feelings The role of language and gestures in expressing ourselves 	<p>Transdisciplinary strands</p> <p>Social Studies Social organization and culture Continuity and change through time</p> <ul style="list-style-type: none"> Skills (see chart): d. <p>Science Earth and space Materials and matter</p> <ul style="list-style-type: none"> Skills (see chart): a., c. <p>PSPE Phase 1 Identity, active living, interactions</p> <p>Language Phase 2 Viewing and presenting</p> <p>Math Phase 1 Shape and space Patterns and functions</p>	<p><u>Science & Social Studies</u></p> <ul style="list-style-type: none"> model the relationship between humans and the Earth's plant resources express awareness of the role plants have in supporting human life by providing food, oxygen etc. <p><u>Language</u></p> <ul style="list-style-type: none"> use body language and role play to communicate ideas and feelings visually write to communicate a message <p><u>Math</u></p> <ul style="list-style-type: none"> explore and describe regions describe patterns in various ways extend and create patterns <p><u>PSPE</u></p> <ul style="list-style-type: none"> enjoy interacting , playing, and engaging with others explore and reflect on the changing capabilities of the human body realize that acting upon instructions and being aware of others helps to ensure safety identify and explore strategies that help them to cope with change talk about their interactions with the environment

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <p>How we organize ourselves</p> <p>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.</p> <p>Title</p> <p>Routines, rules and laws - what are they good for?</p> <p>Central idea</p> <p>People use a variety of skills and strategies that contribute to their role in a community of learners.</p> <p>Key concepts</p> <p>Function, responsibility</p> <p>Related concepts</p> <p>skills, strategies, community, learning</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● Being part of a community of learners ● Skills, strategies and attitudes ● Making contributions to a community 	<p>Transdisciplinary strands</p> <p>Social Studies</p> <p>Human systems and economic activities</p> <p>Social organization and culture</p> <p style="padding-left: 40px;">- Skills (see chart): c., d.</p> <p>Science</p> <p>Materials and matter PYP</p> <p>Forces and energy K-PS2</p> <p style="padding-left: 40px;">- Skills (see chart):a., b., c., d., e., f., g., h</p> <p>PSPE Phase 1</p> <p>Identity</p> <p>Interactions</p> <p>Language Phase 2</p> <p>Writing</p> <p>Math Phase 1</p> <p>Data handling</p>	<p><u>Science and Social studies</u></p> <ul style="list-style-type: none"> ● recognize that materials can be solid, liquid or gas ● describe properties, observable changes or states that occur in materials (familiar objects) ● be aware of how to change water into a solid, liquid or gas ● magnets can move objects without physically touching them ● classify objects as metal or nonmetal ● know that pushes and pulls can have different strengths and directions ● design simple tests to gather evidence evidence to support or refute student ideas about causes <p><u>Language</u></p> <ul style="list-style-type: none"> ● illustrate their own writing and contribute to a class book or collection of published writing ● Participate in shared research and writing W.K <p><u>PSPE</u></p> <ul style="list-style-type: none"> ● demonstrate a positive attitude towards learning ● exhibit skills and strategies for organizing their time and belongings ● recognize how their behaviors affect learning in the classroom ● talk about the reasons that rules are necessary in the various communities to which they belong ● demonstrate ability to apply existing rules and routines to work and play with others <p><u>Math</u></p> <ul style="list-style-type: none"> ● create living graphs using real objects or people ● describe real objects by their attributes

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Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>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</p> <p>Title You are what you eat</p> <p>Central idea</p> <p>Humans have certain requirements to grow and stay healthy</p> <p>Key concepts function, responsibility, change</p> <p>Related concepts health, growth</p> <p>Lines of inquiry</p> <p>The role of plants in our diet Enough sleep keeps us healthy Growth and health can be measured</p>	<p>Transdisciplinary strands</p> <p>Social Studies Resources and the environment</p> <p style="padding-left: 40px;">- Skills (see chart): c.</p> <p>Science Living things</p> <p style="padding-left: 40px;">- Skills (see chart): a., c., d., f.</p> <p>PSPE Phase 1 Identity Active living,</p> <p>Language Phase 2 Written language - reading, writing</p> <p>Math Phase 1 measurement</p>	<p><u>Science and Social Studies</u></p> <ul style="list-style-type: none"> ● recognize that plants are a life-sustaining resource for humans ● identify that humans need water, air and food from the land ● identify the parts of the plant that are used by humans for food ● show responsibility when caring for plants ● show evidence of a good sleep routine <p><u>PSPE</u></p> <ul style="list-style-type: none"> ● demonstrate an awareness of how being active contributes to good health ● describe how they've grown and changed ● reflect on their experiences in order to build a deeper understanding of self <p><u>Math</u></p> <ul style="list-style-type: none"> ● describe observations about events and real-life objects ● use non-standard units of measurement to solve problems in real life situations <p><u>Language</u></p> <ul style="list-style-type: none"> ● participate in shared research and writing

K4 Year		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <p>Who we are</p> <p>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> <p>Title</p> <p>Something old and something new</p> <p>Central idea</p> <p>Communities function more effectively when rules and routines are shared with all members.</p> <p>Key concepts</p> <p>Causation, responsibility, reflection</p> <p>Related concepts</p> <p>Community, systems, rules</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The various communities we belong to • Purpose of rules and routines • Individual responsibilities for following rules and routines 	<p>Transdisciplinary strands</p> <p>Social Studies Human systems and economic activities Social organization and culture</p> <p>Skills (see chart) a., c., d.</p> <p>Language Phase 2 Oral language - listening and speaking</p> <p>PSPE Phase 1 Active living, interactions</p> <p>Math Phase 1 Number</p> <p>Science Making sounds</p>	<p><u>Social Studies & PSPE</u></p> <ul style="list-style-type: none"> • identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of) • talk about the reasons that rules are necessary in the various communities to which he or she belongs • suggest some suitable rules and routines for the class, Sports Day, Annual Day • demonstrate ability to apply existing rules and routines to work and play with others • identify some of the effects of different physical activity on the body • recognize that acting upon instructions and being aware of others helps to ensure safety • engage in a variety of different physical activities <p><u>Language</u></p> <ul style="list-style-type: none"> • follow classroom instructions, showing understanding • follow two step directions <p><u>Math</u></p> <ul style="list-style-type: none"> • subitize in real-life situations • use the language of mathematics to compare quantities in real-life situations • count to compare the number of objects in a set

K4K5 B Year		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <p>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 the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Title Where are we going?</p> <p>Central idea Journeys create change and can lead to new opportunities.</p> <p>Key concepts Causation, change</p> <p>Related concepts Choice</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Types of journeys people make • Choices and decisions involved in making a journey • Changes experienced because of a journey 	<p>Transdisciplinary strands</p> <p>Social Studies Human systems and economic activities Continuity and change through time</p> <p>Skills (see chart) a., c</p> <p>PSPE Phase 1 Interactions</p> <p>Language Phase 2 Oral language - listening and speaking Visual language - viewing and presenting Written language - reading and writing</p> <p>Math Phase 1 Shape and space</p> <p>Science Earth and space</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • reflect on a journey they have taken and what was learned from it • represent some of the journeys they have made (for example, through drawing or role play) • identify the chronological steps necessary in making a journey • determine the types of questions that are useful in planning and making a journey <p><u>PSPE</u></p> <ul style="list-style-type: none"> • identify when their actions have impacted on others • reflect on their experiences in order to build a deeper understanding of self <p><u>Math</u></p> <ul style="list-style-type: none"> • explore and describe the paths, regions and boundaries in their immediate environment <p><u>Language</u></p> <ul style="list-style-type: none"> • describe and write about personal experiences • talk about the stories, writing, pictures and models they have created • show their understanding that visual messages influence our behavior • connect visual information with their own experiences to construct their own meaning, for example when taking a trip • participate in shared reading, posing and responding to questions

K4B Year		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect upon, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Title 2 B or not 2 B</p> <p>Central idea</p> <p>Patterns and symbols can help us to express ourselves.</p> <p>Key concepts Form, function, connection</p> <p>Related concepts Patterns, symbols, causation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The ways in which we use and observe patterns • How sounds can be recorded with symbols • The patterns that make up symbols 	<p>Transdisciplinary strands</p> <p>Social Studies Social organization and culture Continuity and change through time</p> <p>Skills (see chart) d.</p> <p>Science Forces and energy</p> <p>Skills (see chart) a., d., e.</p> <p>PSPE Phase 1 Interactions</p> <p>Language Phase 2 Written language - reading and writing</p> <p>Math Phase 1 Measurement Patterns and functions</p> <p>Science Forms of energy</p>	<p>Science & Math</p> <ul style="list-style-type: none"> • know that when objects touch or collide they can change motion • test to see if a bigger push can make objects speed up or slow down • analyze data to determine if a design solution works as intended to change the speed or direction of an object • identify and describe and sequence events • describe patterns in various ways <p>Language</p> <ul style="list-style-type: none"> • listen and respond in large or small groups • understand sound-symbol relationships and recognize sounds/symbols/words of the language community • instantly recognize an increasing bank of high-frequency and high interest words, characters or symbols • enjoy writing and value their own efforts • write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using sentence structures like “I can...” “I like ...” • create illustrations to match their own text • demonstrate an awareness of the conventions of written text - sequence, spacing, directionality • connect written codes with sounds of spoken language and reflect this understanding when recording ideas • form letters conventionally and legibly with an understanding as to why this is important within language community <p>PSPE</p> <ul style="list-style-type: none"> • develop a range of fine and gross motor skills • identify positive thoughts and attitudes in themselves and others • reach out for help when it is needed for themselves or others; ask questions

K4B Year		
Learning will include the development of the following knowledge, concepts and skills		Learning outcomes Students will be able to:
<p>Transdisciplinary theme</p> <p>How the world works</p> <p>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</p> <p>Title</p> <p>Cyclical Symbols</p> <p>Central idea</p> <p>Our activity is usually connected to the Earth's natural cycles</p> <p>Key concepts</p> <p>Connection, causation, change</p> <p>Related concepts</p> <p>Cycles, interaction</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● Night and day cycles ● Seasonal changes ● Health and safety as related to climate and seasonal changes 	<p>Transdisciplinary strands</p> <p>Science</p> <p>Living things Earth and space Materials and matter</p> <p>Skills (see chart)</p> <p>a., b., f.</p> <p>PSPE Phase 1</p> <p>Interactions, identity</p> <p>Language Phase 2</p> <p>Visual language - viewing and presenting Written Language - writing</p> <p>Math Phase 1</p> <p>Patterns and functions</p> <p>Science</p> <p>Earth and Space</p>	<p>Science</p> <ul style="list-style-type: none"> ● observe changes in plants and animals ● compare activities that happen during the day and night ● compare activities that happen during the seasons ● make connections between the weather and clothes they wear; identify materials humans use to protect themselves from the weather ● identify material characteristics that protect against different kinds of weather; use tools and materials to design and create a weather protector ● identify simple patterns in daily and seasonal cycles ● observe the features of the local environment that are affected by daily and seasonal cycles <p>Math</p> <ul style="list-style-type: none"> ● identify, create and extend patterns in real-life situations <p>Language</p> <ul style="list-style-type: none"> ● observe and discuss illustrations in picture books or simple reference books, commenting on the information being conveyed ● use a variety of implements to practice and develop handwriting and presentation skills ● write an increasing number of frequently used words or ideas independently

Phase 1 Strands

Identity	Active living	Interactions
<p>Conceptual understandings Each person is an individual. As people grow and change they develop new skills, understandings and abilities. Emotions, attitudes and beliefs influence the way we act. Positive thoughts help us to develop a positive attitude. Knowing how we are similar to and different from others helps shape our understanding of self. Reflecting on our experiences helps us to understand ourselves better. Developing independence builds self-worth¹ and personal responsibility.</p>	<p>Conceptual understandings Our daily practices can have an impact on our well-being. We can observe changes in our bodies when we exercise. Our bodies change as we grow. We can explore our body’s capacity for movement. Our bodies can move creatively in response to different stimuli. Safe participation requires sharing space and following rules.</p>	<p>Conceptual understandings Interacting with others can be fun. Group experiences depend on the cooperation of group members. Ideas and feelings can be communicated with others in a variety of modes. Our relationships with others contribute to our well-being (for example, parent–child; teacher–student; friend–friend). Our behaviour affects others. Caring for local environments fosters appreciation.</p>
<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender) • describe how they have grown and changed • describe some physical and personal characteristics and personal preferences • talk about similarities and differences between themselves and others • identify their feelings and emotions and explain possible causes • recognize that others have emotions, feelings and perspectives that may be 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • engage in a variety of different physical activities • demonstrate an awareness of how being active contributes to good health • demonstrate an awareness of basic hygiene in their daily routines • identify some of the effects of different physical activity on the body • explore and reflect on the changing capabilities of the human body • develop a range of fine and gross motor skills • explore creative movements in 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • enjoy interacting, playing and engaging with others • take turns • listen respectfully to others • share their own relevant ideas and feelings in an appropriate manner ask questions • celebrate the accomplishments of others • reach out for help when it is needed for themselves or others • identify when their actions have impacted on others • talk about their interactions with the environment.

<p>different from their own</p> <ul style="list-style-type: none">• identify and explore strategies that help them to cope with change• identify positive thoughts and attitudes in themselves and others• willingly approach and persevere with new situations• reflect on their experiences in order to build a deeper understanding of self• demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence.	<p>response to different stimuli</p> <ul style="list-style-type: none">• recognize that acting upon instructions and being aware of others helps to ensure safety	
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