

# PYP Programme of Inquiry – Al Jazeera Academy Qatar

## 2010-2011

The Primary Years Programme – We are \* **COMMUNICATORS** \* **INQUIRERS** \* **RISK-TAKERS** \* **THINKERS** \* who are \* **BALANCED** \* **CARING** \* **KNOWLEDGEABLE** \* **OPEN-MINDED** \* **PRINCIPLED** \* **REFLECTIVE**.

|                                   | <b>Who We Are</b><br>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.  | <b>Where We Are in Place and Time</b><br>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.   | <b>How We Express Ourselves</b><br>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.  | <b>How the World Works</b><br>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.  | <b>How We Organise Ourselves</b><br>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.  | <b>Sharing the Planet</b><br>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.   |
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| <b>Grade 5</b><br>10-11 years old | <p><b>CENTRAL IDEA: We have a responsibility to ensure all human rights are met.</b></p> <p><b>KEY CONCEPTS:</b> Responsibility and Perspective</p> <p><b>RELATED CONCEPTS:</b> Scarcity, Conflict and Prejudice</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• what are human rights.</li> <li>• how are human rights met.</li> <li>• our responsibility in ensuring that our rights are met.</li> </ul> | <p><b>CENTRAL IDEA: The contributions of past civilizations continue to have an influence on us today.</b></p> <p><b>KEY CONCEPTS:</b> Connection and Perspective</p> <p><b>RELATED CONCEPTS:</b> Culture and Relationships</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• what are civilizations.</li> <li>• the aspects and artefacts that have survived.</li> <li>• contributions of past civilizations.</li> </ul>    | <p><b>CENTRAL IDEA: Advertisements use persuasion to influence the choices we make.</b></p> <p><b>KEY CONCEPTS:</b> Form, Change and Perspective</p> <p><b>RELATED CONCEPTS:</b> Influence and Innovation</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• various types of advertisements.</li> <li>• how advertisements are used to persuade us.</li> <li>• how advertising has changed over time.</li> </ul>  | <p><b>CENTRAL IDEA: We are constantly affected by forces, which have an impact on everything.</b></p> <p><b>KEY CONCEPTS:</b> Causation and Connection</p> <p><b>RELATED CONCEPTS:</b> Balance and Forces</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• what are forces.</li> <li>• how are forces balanced and unbalanced.</li> <li>• how are we affected by forces.</li> </ul>   | <p><b>CENTRAL IDEA: A city evolves to meet the changing needs of its citizens.</b></p> <p><b>KEY CONCEPTS:</b> Function and Change</p> <p><b>RELATED CONCEPTS:</b> Systems and Interdependence</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• what is a city.</li> <li>• how a city meets the needs of its citizens.</li> <li>• how have cities changed over time.</li> <li>• how are we connected to cities.</li> </ul>   | <p><b>CENTRAL IDEA: Global warming is a threat to our environment and we need to reduce our impact on it.</b></p> <p><b>KEY CONCEPTS:</b> Causation, Responsibility and Reflection</p> <p><b>RELATED CONCEPTS:</b> Energy, Conservation and Environment</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• what is the greenhouse effect.</li> <li>• how emitting carbon changes our planet.</li> <li>• renewable and nonrenewable energies.</li> <li>• how we can change our energy habits.</li> </ul> |
| <b>Grade 4</b><br>9-10 years old  | <p><b>CENTRAL IDEA: We have a responsibility in maintaining a healthy body.</b></p> <p><b>KEY CONCEPTS:</b> Responsibility and Connection</p> <p><b>RELATED CONCEPTS:</b> Systems and Interdependence</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• how we maintain a healthy body.</li> <li>• different body systems.</li> <li>• our responsibility in maintaining a healthy body.</li> </ul>           | <p><b>CENTRAL IDEA: Explorations lead to discoveries and change, and help us to learn more about the world.</b></p> <p><b>KEY CONCEPTS:</b> Form and Change</p> <p><b>RELATED CONCEPT:</b> Exploration</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• what it means to be an explorer.</li> <li>• explorers and their contributions.</li> <li>• the impact exploration has had on the people around the world.</li> </ul> | <p><b>CENTRAL IDEA: Storytelling communicates ideas and feelings that can be expressed through puppetry.</b></p> <p><b>KEY CONCEPTS:</b> Function, Perspective and Reflection</p> <p><b>RELATED CONCEPTS:</b> Emotions</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• what is puppetry.</li> <li>• different types of puppetry (ex. shadow, finger, Marionettes).</li> <li>• communicating through puppets.</li> <li>• puppets from around the world.</li> </ul> | <p><b>CENTRAL IDEA: We can inquire into the physical and chemical changes around us which enhances our understanding of how the world works.</b></p> <p><b>KEY CONCEPTS:</b> Form, Change and Causation</p> <p><b>RELATED CONCEPTS:</b> Matter</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• the physical properties of matter.</li> <li>• the physical and chemical changes of matter.</li> <li>• how do changes in matter effect us in our daily lives.</li> </ul> | <p><b>CENTRAL IDEA: Market Places today are influenced by the ancient trade routes of yesterday.</b></p> <p><b>KEY CONCEPTS:</b> Change and Connection</p> <p><b>RELATED CONCEPTS:</b> Interaction and Influence</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• how trading began in Europe/Asia.</li> <li>• the different trade routes.</li> <li>• the barter system and the development of money.</li> <li>• how are we interconnected through trade.</li> </ul> | <p><b>CENTRAL IDEA: The survival of many animals and their habitats is influenced by natural and human events.</b></p> <p><b>KEY CONCEPTS:</b> Causation and Responsibility</p> <p><b>RELATED CONCEPTS:</b> Influence and Consequences</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• why animals are endangered.</li> <li>• the extinction and endangerment of animals.</li> <li>• our responsibility in protecting endangered species.</li> </ul>   |

|                                 | <b>Who We Are</b><br>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.  | <b>Where We Are in Place and Time</b><br>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.  | <b>How We Express Ourselves</b><br>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.   | <b>How the World Works</b><br>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.   | <b>How We Organise Ourselves</b><br>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.  | <b>Sharing the Planet</b><br>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.   |
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| <b>Grade 3</b><br>8-9 years old | <p><b>CENTRAL IDEA: We have a responsibility to our community in becoming productive and caring citizens.</b></p> <p><b>KEY CONCEPT:</b> Connection and Responsibility</p> <p><b>RELATED CONCEPTS:</b> Interdependence and Community</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>what is a citizen.</li> <li>what are the roles of a citizen in a local, national, and global community.</li> <li>what is our responsibility as a citizen in our community.</li> </ul> | <p><b>CENTRAL IDEA: Our home country is a place rich in history, culture and resources.</b></p> <p><b>KEY CONCEPTS:</b> Change and Reflection</p> <p><b>RELATED CONCEPTS:</b> Culture and History</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>the history of Qatar.</li> <li>similarities and differences between the past and present.</li> <li>resources found in Qatar.</li> </ul>   | <p><b>CENTRAL IDEA: Artists make choices about how they create their work.</b></p> <p><b>KEY CONCEPTS:</b> Perspective and Reflection</p> <p><b>RELATED CONCEPTS:</b> Subjectivity and Interpretation</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>what is an artist.</li> <li>how artists communicate through different mediums.</li> <li>how the Arts help us express our world.</li> </ul> | <p><b>CENTRAL IDEA: Natural and unnatural processes continue to shape and reshape the Earth's surface.</b></p> <p><b>KEY CONCEPTS:</b> Form and Change</p> <p><b>RELATED CONCEPTS:</b> Forces</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>types of Earth's surface.</li> <li>how Earth's surface changes.</li> <li>technology used to identify changes on the Earth's surface.</li> </ul> | <p><b>CENTRAL IDEA: Fairtrade connects us to global producers and helps raise awareness towards the equality of international trade.</b></p> <p><b>KEY CONCEPTS:</b> Connection and Responsibility</p> <p><b>RELATED CONCEPTS:</b> Interdependence and Opportunity</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>what is Fairtrade.</li> <li>the Fairtrade principles.</li> <li>the responsibility of consumers to sustain Fairtrade.</li> </ul>      | <p><b>CENTRAL IDEA: People transform energy from resources, which affects the environment.</b></p> <p><b>KEY CONCEPTS:</b> Change and Connection</p> <p><b>RELATED CONCEPTS:</b> Energy and Environment</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>different resources and the forms of energy they produce.</li> <li>how we use energy in our daily lives.</li> <li>how the use of natural resources changes the environment.</li> </ul> |
| <b>Grade 2</b><br>7-8 years old | <p><b>CENTRAL IDEA: Friendships can help us discover how we are connected to others in our community.</b></p> <p><b>KEY CONCEPT:</b> Connection</p> <p><b>RELATED CONCEPTS:</b> Community and Relationships</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>what is a friend.</li> <li>how we are similar and different.</li> <li>how we are connected to friends in our local, national, and global community.</li> </ul>   | <p><b>CENTRAL IDEA: Inventions continue to have an influence on our lives at home, work or leisure activities.</b></p> <p><b>KEY CONCEPTS:</b> Change and Perspective</p> <p><b>RELATED CONCEPTS:</b> Influence and Technology</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>contributions from famous inventors and their inventions.</li> <li>how inventions have changed over time.</li> <li>the impact of inventions on our lives.</li> </ul> | <p><b>CENTRAL IDEA: Poems may help us express our ideas, feelings and creativity.</b></p> <p><b>KEY CONCEPTS:</b> Form, Connection and Perspective</p> <p><b>RELATED CONCEPTS:</b> Emotions</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>different types of poems.</li> <li>structure of poems.</li> <li>ways to express creativity through poetry.</li> </ul>                                | <p><b>CENTRAL IDEA: Light is all around us and affects us all differently.</b></p> <p><b>KEY CONCEPTS:</b> Function and Connection</p> <p><b>RELATED CONCEPTS:</b> Properties</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>sources of light.</li> <li>properties of light.</li> <li>how light affects living things.</li> </ul>  | <p><b>CENTRAL IDEA: Materials are processed through economic activities to form products that might have an impact on our environment.</b></p> <p><b>KEY CONCEPTS:</b> Form and Change</p> <p><b>RELATED CONCEPTS:</b> Cycle and Environment</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>properties, behavior and uses of materials.</li> <li>origins of human-made materials.</li> <li>how materials are manipulated to suit a purpose.</li> </ul> | <p><b>CENTRAL IDEA: Habitats are home to many plants and animals, and we have a responsibility to protect them.</b></p> <p><b>KEY CONCEPTS:</b> Function and Responsibility</p> <p><b>RELATED CONCEPTS:</b> Environment</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>what are habitats.</li> <li>similarities and differences of habitats.</li> <li>our responsibility in protecting the habitats.</li> </ul>                               |

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| <b>Grade 1</b><br>6-7 years old     | <p><b>CENTRAL IDEA: People from other cultures may be connected through daily activities even though they have different values and beliefs.</b></p> <p><b>KEY CONCEPT:</b> Connection</p> <p><b>RELATED CONCEPTS:</b> Cultures, Values and Beliefs</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>our values and beliefs.</li> <li>how we are connected through our daily activities.</li> <li>similarities and differences between cultures.</li> </ul> | <p><b>CENTRAL IDEA: Homes have been designed in different ways to provide shelter, and to meet our personal and cultural needs.</b></p> <p><b>KEY CONCEPT:</b> Form, Function and Causation</p> <p><b>RELATED CONCEPTS:</b> Homes and Structures</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>the concept of home.</li> <li>why people need shelter.</li> <li>similarities and differences of homes.</li> </ul> | <p><b>CENTRAL IDEA: Authors use language to express themselves and to make connections.</b></p> <p><b>KEY CONCEPTS:</b> Connection and Perspective</p> <p><b>RELATED CONCEPT:</b> Expression</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>what are authors.</li> <li>how authors use language to express themselves.</li> <li>how we are connected to authors.</li> </ul>   | <p><b>CENTRAL IDEA: There are many forms of weather that may affect our environment.</b></p> <p><b>KEY CONCEPTS:</b> Form and Function</p> <p><b>RELATED CONCEPT:</b> Environment</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>different types of weather.</li> <li>the water cycle.</li> <li>how weather affects our environment.</li> </ul> | <p><b>CENTRAL IDEA: The foods we eat may connect us to other parts of the world.</b></p> <p><b>KEY CONCEPT:</b> Connection</p> <p><b>RELATED CONCEPT:</b> Systems</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>the origins of foods we eat.</li> <li>the stages that foods go through.</li> <li>how food reaches our homes.</li> </ul>  | <p><b>CENTRAL IDEA: The sea world is a vital part of our world.</b></p> <p><b>KEY CONCEPTS:</b> Function &amp; Responsibility</p> <p><b>RELATED CONCEPT:</b> Interdependence</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>different forms of marine life in the oceans.</li> <li>the importance of the sea in our lives.</li> <li>our responsibility for our oceans.</li> </ul>   |
| <b>Reception 2</b><br>5-6 years old | <p><b>CENTRAL IDEA: A school community is composed of many different people who contribute to our learning and growth.</b></p> <p><b>KEY CONCEPTS:</b> Function and Connection</p> <p><b>RELATED CONCEPT:</b> Community</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>what is a school community.</li> <li>what are the roles and responsibilities in a school community.</li> <li>how are we connected to one another in school.</li> </ul>             | <p><b>CENTRAL IDEA: Exploring other cultures helps us to understand our world.</b></p> <p><b>KEY CONCEPTS:</b> Connection and Perspective</p> <p><b>RELATED CONCEPT:</b> Cultures</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>countries and cultures we come from.</li> <li>traditional foods, games and clothing.</li> <li>songs, stories and celebrations.</li> </ul>  | <p><b>CENTRAL IDEA: We use our imaginations to create stories for entertainment, exploring feelings and for learning about the world around us.</b></p> <p><b>KEY CONCEPTS:</b> Perspective</p> <p><b>RELATED CONCEPT:</b> Feelings and Imagination</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>common elements of a story.</li> <li>stories can be told in many different ways.</li> <li>why do people tell stories.</li> </ul> | <p><b>CENTRAL IDEA: Water changes as it cycles through our environment.</b></p> <p><b>KEY CONCEPT:</b> Change</p> <p><b>RELATED CONCEPT:</b> Cycles</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>properties of water.</li> <li>sources of water.</li> <li>how water is used.</li> </ul>   | <p><b>CENTRAL IDEA: The jobs in a community support its citizens by providing goods and services.</b></p> <p><b>KEY CONCEPT:</b> Form, Connection and Reflection</p> <p><b>RELATED CONCEPT:</b> Community and Interdependence</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>community helpers.</li> <li>jobs and services.</li> <li>how jobs and services affect the community.</li> </ul> | <p><b>CENTRAL IDEA: Waste products are made of different materials that can be recycled, reused and conserved.</b></p> <p><b>KEY CONCEPTS:</b> Responsibility and Causation</p> <p><b>RELATED CONCEPT:</b> Conservation</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>what we throw away.</li> <li>the disposal of waste and its affect on our environment.</li> <li>recycling, reducing use and reusing materials.</li> </ul> |

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| <b>Reception 1</b><br>4-5 years old | <p><b>CENTRAL IDEA: Families can help us grow, learn and discover who we are.</b></p> <p><b>KEY CONCEPT:</b> Function</p> <p><b>RELATED CONCEPTS:</b> Interdependence and Relationships</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• what is a family.</li> <li>• how families help us grow and learn.</li> <li>• how families work and play together.</li> </ul>  |   | <p><b>CENTRAL IDEA: Stories inform and provoke us, and give us pleasure.</b></p> <p><b>KEY CONCEPTS:</b> Connection, Perspective, Reflection</p> <p><b>RELATED CONCEPTS:</b> Communication and Emotions</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• what a story is.</li> <li>• what do stories tell us.</li> <li>• how stories are created and shared.</li> <li>• feelings and emotions we experience.</li> </ul> | <p><b>CENTRAL IDEA: We can learn how the world works through a variety of toys.</b></p> <p><b>KEY CONCEPTS:</b> Function and Connection</p> <p><b>RELATED CONCEPTS:</b> Design</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• the purpose of toys.</li> <li>• toys throughout history.</li> <li>• how toys work/are made.</li> </ul>  | <p><b>CENTRAL IDEA: Many types of transportation move people and things from place to place.</b></p> <p><b>KEY CONCEPTS:</b> Form and Connection</p> <p><b>RELATED CONCEPTS:</b> Technology and Interdependence</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• types of transportation.</li> <li>• ways we move people and things.</li> <li>• similarities and differences of transportation.</li> </ul> | <p><b>CENTRAL IDEA: We have a responsibility in maintaining healthy plants in our environment.</b></p> <p><b>KEY CONCEPT:</b> Responsibility</p> <p><b>RELATED CONCEPTS:</b> Environment</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• what is a plant.</li> <li>• what plants need to survive.</li> <li>• our responsibility towards the plant environment.</li> </ul> |
| <b>Preschool</b><br>3-4 years old   | <p><b>CENTRAL IDEA: We all have individual needs, interests and feelings that we can share in our community.</b></p> <p><b>KEY CONCEPTS:</b> Form and Connection</p> <p><b>RELATED CONCEPTS:</b> Identity, Community and Relationships</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• who we are.</li> <li>• similarities and differences.</li> <li>• how we share our needs, interests, and feelings in our community.</li> </ul> |   | <p><b>CENTRAL IDEA: We can creatively express ourselves in many different ways.</b></p> <p><b>KEY CONCEPTS:</b> Form, Connection and Perspective</p> <p><b>RELATED CONCEPTS:</b> Expression</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• how we use music to express ourselves.</li> <li>• how art helps us explore our ideas.</li> <li>• the role of dramatic play and our feelings.</li> </ul>                    | <p><b>CENTRAL IDEA: Throughout the year, many changes take place in our environment.</b></p> <p><b>KEY CONCEPTS:</b> Causation and Change</p> <p><b>RELATED CONCEPTS:</b> Environment</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• changes that occur in the environment (day and night).</li> <li>• seasonal and weather changes.</li> <li>• daytime and nocturnal animals/mini-beasts.</li> </ul> |  | <p><b>CENTRAL IDEA: We share our world with many different mini-beasts.</b></p> <p><b>KEY CONCEPTS:</b> Function and Connection</p> <p><b>RELATED CONCEPTS:</b> Interaction and Habitats</p> <p><b>LINES OF INQUIRY:</b></p> <ul style="list-style-type: none"> <li>• mini-beasts in our environment.</li> <li>• characteristics of mini-beasts.</li> <li>• how mini-beasts can help us.</li> </ul>    |

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