

Grade Age	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Theme Descriptor</b>	An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul>	An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social, and cultural notes and practices of communication</li> <li>intentions, perceptions, interpretations, and responses</li> </ul>	An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods, and tools</li> <li>discover, design, innovation, possibilities, and impacts</li> </ul>	An inquiry into systems, structures, and networks and phenomena through: <ul style="list-style-type: none"> <li>interactions with and between social and ecological systems</li> <li>approaches to livelihoods and trade practice- intended and unintended consequences</li> <li>representation, collaboration, and decision-making</li> </ul>	An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, responsibilities, and dignity of all</li> <li>pathways to just, peaceful, and reimagined futures</li> <li>nature, complexity, coexistence, and wisdom</li> </ul>
<b>Nursery 3-4</b>	<b>Unit- 1</b> August-October  <b>Central Idea:</b> Feelings, abilities and interest shape human identities. <b>Lines of Inquiry:</b> 1. Understanding what I look like and how I feel. 2. Understanding what I am good at and what I like to do. 3. Humans are different from other living things. <b>Specified concepts:</b> Form, Function, Reflection. <b>Additional concepts:</b> Uniqueness, identity <b>ATL Skills:</b> Communication skills, social skills <b>LP Attributes:</b> Caring, Reflective, Balanced <b>Subject focus:</b> Science, PSPE <b>SDG Connection:</b> SDG 5: Gender equality	<b>Unit- 2</b> November-January  <b>Central Idea:</b> We use play to express our ideas and feelings to come to new understandings <b>Lines of Inquiry:</b> 1. Different types of Games and toys 2. Communication through play 3. Imaginative use of materials <b>Specified concepts:</b> Function, Perspective, Connection. <b>Additional concepts:</b> Representation, expression, imagination <b>ATL Skills:</b> Communication skills, Thinking skills <b>LP Attributes:</b> Inquirers, Communicators, thinkers <b>Subject focus:</b> Language and Art <b>SDG Connection:</b> SDG 10 : Reduced inequalities	<b>Unit- 3</b> January- March  <b>Central Idea:</b> Seasons can give different cultures reasons to celebrate <b>Lines of Inquiry:</b> 1. Different types of seasons 2. Different cultures around the world 3. Different cultures celebrate the seasons in their own unique ways <b>Specified concepts:</b> Change, Connection, Causation <b>Additional concepts:</b> Expression, Diversity, Culture <b>ATL Skills:</b> Research skills <b>LP Attributes:</b> Knowledgeable, inquirers, thinkers <b>Subject focus:</b> Science <b>SDG Connection:</b> SDG 16: Peace, Justice and strong institutions	<b>Unit- 4</b> March- May  <b>Central Idea:</b> Jobs are essential for the wellbeing of a community. <b>Lines of Inquiry:</b> 1.Types of jobs and community. 2.Importance of working in a community. 3.Needs of a community are interrelated <b>Specified concepts:</b> Function, Connection, Responsibility <b>Additional concepts:</b> Interdependence, systems, roles <b>ATL Skills:</b> Social skills, Self-management skills <b>LP Attributes:</b> Open minded, balanced, caring <b>Subject focus:</b> Social studies <b>SDG Connection:</b> SDG 11: Sustainable cities and communities		
<b>EY-1 4-5</b>	<b>Unit- 1</b> August-October  <b>Central Idea:</b> Choices of role models reflect the beliefs and values of people. <b>Lines of Inquiry:</b> 1. Reasons for choosing role model. 2. Factors that determine our beliefs and values 3. Influence of role models on people's choices and action <b>Specified concepts:</b> Form, causation, perspective <b>Additional concepts:</b> Similarities and differences, impact, beliefs, opinion <b>ATL Skills:</b> Communication skills, Thinking skills, social skills <b>LP Attributes:</b> Inquirers, Open-minded, Reflective <b>Subject focus:</b> Social Science, PSPE <b>SDG Connection:</b> Goal 17 Partnerships for Goals	<b>Unit- 2</b> November-January  <b>Central Idea:</b> Homes reflect cultural influences and local conditions. <b>Lines of Inquiry:</b> 1. The concept of home. 2. Different types of homes. 3. Circumstances that determine where people live. <b>Specified concepts:</b> Change, Connection, Perspective <b>Additional concepts:</b> Adaptation, relationships, Opinions <b>ATL Skills:</b> Communication skills, self- management skills, Thinking skills <b>LP Attributes:</b> Inquirers, Knowledgeable, Open-minded <b>Subject focus:</b> Social Science, PSPE <b>SDG Connection:</b> Goal 9 Industry, Innovation and infrastructure	<b>Unit- 3</b> January- March  <b>Central Idea:</b> Stories help express ideas and feelings. <b>Lines of Inquiry:</b> 1. Different types of storytelling 2. Expressing feeling and emotions through stories 3. Stories influence people in different ways <b>Specified concepts:</b> Form, Perspective, Connection <b>Additional concepts:</b> Similarities, differences, expression, imagination <b>ATL Skills:</b> Communication skills, Thinking skills <b>LP Attributes:</b> Communicators, thinkers, Principled <b>Subject focus:</b> Language and Art <b>SDG Connection:</b> Goal 5 Gender Equality	<b>Unit- 4</b> March- May  <b>Central Idea:</b> Living things use their environment to meet their needs. <b>Lines of Inquiry:</b> 1. Needs of plants/ animals 2. Various foods in different regions. 3. The effects of technology on the food we eat. <b>Specified concepts:</b> function, causation, responsibility <b>Additional concepts:</b> Pattern, impact, initiative <b>ATL Skills:</b> Research Skills, Thinking Skills <b>LP Attributes:</b> Inquirers, Knowledgeable, communicators, Risk-takers <b>Subject focus:</b> Science, PSPE <b>SDG Connection:</b> Goal 4 Good health and wellbeing		
<b>EY-2 5-6</b>	<b>Unit- 1</b>  <b>Central Idea:</b> Making balanced choices about daily routines enable us to have a healthy lifestyle. <b>Lines of Inquiry:</b> 1. Daily habits and routines (hygiene, sleep, play, eating, meditation) 2. Balanced choices 3. Consequences of choices <b>Specified concepts:</b> Function, Causation, Reflection <b>Additional concepts:</b> Balance, Well-being, choice <b>ATL Skills:</b> Thinking skill, Self-Management skill <b>LP Attributes:</b> Caring, Balanced <b>Subject focus:</b> Social Studies <b>SDG Connection:</b> Good health and well being 3	<b>Unit- 2</b>  <b>Central Idea:</b> People recognize important events through celebrations which help them enjoy, know, and respect each other. <b>Lines of Inquiry:</b> 1. Different types of celebrations 2. Reasons and ways to celebrate 3. Our role and responsibility in celebrations <b>Specified concepts:</b> Connection, Responsibility, Perspective <b>Additional concepts:</b> Diversity, religion and culture, celebrations <b>ATL Skills:</b> Communication skills, social skills <b>LP Attributes:</b> Knowledgeable and open-minded <b>Subject focus:</b> Social studies, Art <b>SDG Connection:</b> Sustainable cities and communities 11	<b>Unit- 3</b>  <b>Central Idea:</b> All living things go through a process of change. <b>Lines of Inquiry:</b> 1. Life cycle of various living things 2. Connection between food chains and survival 3. How our choices impact life cycles and the food chain <b>Specified concepts:</b> Form, Change, Causation <b>Additional concepts:</b> Cycles, Growth, change <b>ATL Skills:</b> Research skills, Thinking skills <b>LP Attributes:</b> Inquirers, knowledgeable <b>Subject focus:</b> Science <b>SDG Connection:</b> Life on land 15	<b>Unit- 4</b>  <b>Central Idea:</b> Water is a precious resource that needs to be managed responsibly. <b>Lines of Inquiry:</b> 1. Sources of Water 2. Uses and importance of water to life 3. Our role to manage water responsibly <b>Specified concepts:</b> Form, Connection, Responsibility <b>Additional concepts:</b> Water Cycle, Conservation, Resources <b>ATL Skills:</b> Thinking Skills, Research Skills <b>LP Attributes:</b> Principled, Knowledgeable <b>Subject focus:</b> PSPE, Science <b>SDG Connection:</b> Clean water and sanitation 6		
<b>Gr 1 6-7</b>	<b>Unit- 1</b>  <b>Central Idea:</b> Relationships define and shape who we are. <b>Lines of Inquiry:</b> 1. Types and features of relationships. 2. The roles and responsibilities of different family members. 3. Experiences from relationships provide a sense of belongingness. <b>Specified concepts:</b> Responsibility, reflection and connection. <b>Additional concepts:</b> Interconnectedness. <b>ATL Skills:</b> Social skills and communication skills <b>LP Attributes:</b> Balanced and reflective. <b>Subject focus:</b> Social studies <b>SDG Connection:</b> SDG Goal # 17- Partnerships for goals.	<b>Unit- 4</b>  <b>Central Idea:</b> Settlements are found in different locations and have a human impact on them. <b>Lines of Inquiry:</b> 1. Physical features around the world. 2. The relationship between location and settlement. (Climate, Food, Occupation, Homes & Clothing) 3. Impact of humans on the physical environment <b>Specified concepts:</b> Causation, Form, Connection, <b>Additional concepts:</b> Settlement, Resources <b>ATL Skills:</b> Research skills and self-management skills. <b>LP Attributes:</b> Thinkers, Inquirers, Communicators <b>Subject focus:</b> Social studies. <b>SDG Connection:</b> SDG Goal # 8 Decent work and economic growth.	<b>Unit- 2</b>  <b>Central Idea:</b> People use various art forms to express their ideas, feelings, and culture. <b>Lines of Inquiry:</b> 1. The diverse ways of expression. 2. Art as medium of expression. 3. Role of arts in various cultures. <b>Specified concepts:</b> Form, Perspective, Function. <b>Additional concepts:</b> Dependence, Interaction <b>ATL Skills:</b> Communication Skills, Social Skills <b>LP Attributes:</b> Communicator, Open-minded <b>Subject focus:</b> Art <b>SDG Connection:</b> SDG Goal # 3 Good health and wellbeing.	<b>Unit- 3</b>  <b>Central Idea:</b> Materials behave and interact in certain ways which determine how people use. <b>Lines of Inquiry:</b> 1. Properties of materials 2. Changing properties of materials. 3. Manipulation and application of materials for new purposes. <b>Specified concepts:</b> Form, Change, Function <b>Additional concepts:</b> Prediction, innovation <b>ATL Skills:</b> Research Skills and Thinking skills <b>LP Attributes:</b> Inquirer, Risk-taker <b>Subject focus:</b> Science. <b>SDG Connection:</b> SDG Goal # 9 Industry, innovation and infrastructure		
<b>Gr 2 7-8</b>	<b>Unit- 4</b>  <b>Central Idea:</b> Differently able people adapt and innovate to access their communities. <b>Lines of Inquiry:</b> 1. Types of disabilities 2. Innovations to support and overcome disabilities 3. Our responsibility in making communities inclusive <b>Specified concepts:</b> Form, Function, Responsibility <b>Additional concepts:</b> Differences, Adaptation Innovation, Community <b>ATL Skills:</b> Social skills- interpersonal relationships and Social emotional intelligence Thinking skills- Critical thinking, transfer skills, reflection/metacognition skills <b>LP Attributes:</b> Open-minded, Caring, Balanced <b>Subject focus:</b> Social Studies, PSPE <b>SDG Connection:</b> SDG 10 Reduced Inequalities SDG 9 Industry, Innovation & Infrastructure	<b>Unit- 2</b>  <b>Central Idea:</b> Family histories provide an insight into cultural and personal identities. <b>Lines of Inquiry:</b> 1. Understanding family ancestry 2. Artefacts, heirlooms or rituals that have meaning in a family 3. Similarities and differences between generations within a family <b>Specified concepts:</b> Form, Connection, Change <b>Additional concepts:</b> Identity, History, Chronology, Tradition <b>ATL Skills:</b> Self-management skills- Positive behaviour choices, Keeping body and mind healthy Social skills- Social emotional intelligence, socially aware, build positive relationship <b>LP Attributes:</b> Principled, Reflective, Open-minded <b>Subject focus:</b> Social Studies <b>SDG Connection:</b> SDG 16 Peace, justice & strong institutions SDG 3 Good health & Well-being	<b>Unit- 3</b>  <b>Central Idea:</b> Imagination is a powerful tool for extending our ability to think, create and express ourselves. <b>Lines of Inquiry:</b> 1. Ways of demonstrating and enjoying our imagination 2. Imagination helps us to consider others perspective 3. Imagination helps us to solve problems <b>Specified concepts:</b> Function, Perspective, Connection <b>Additional concepts:</b> Expression, Culture, Meaning, Interpretation, Invention, Transformation, <b>ATL Skills:</b> Thinking skills- Critical thinking and Creative thinking Communication Skills- Literacy and exchanging information, and body language <b>LP Attributes:</b> Risk-taker, Communicator, Reflective <b>Subject focus:</b> Social Studies, Arts <b>SDG Connection:</b> SDG 9 Industry, Innovation & Infrastructure SDG 17 Partnerships for the goals	<b>Unit- 5</b>  <b>Central Idea:</b> Understanding the properties of air allows us to make practical applications. <b>Lines of Inquiry:</b> 1. The evidence of the existence of air 2. Air can be used in different ways 3. Air is important for living things <b>Specified concepts:</b> Form, Function, Connection <b>Additional concepts:</b> Force, Energy, Pollution <b>ATL Skills:</b> Research Skills-Data gathering and recording Thinking skills- transfer skills <b>LP Attributes:</b> Knowledgeable, Inquirer, Thinker <b>Subject focus:</b> Science <b>SDG Connection:</b> SDG 11 Sustainable cities and communities		
<b>Gr 3 8-9</b>	<b>Unit- 1</b>  <b>Central Idea:</b> Personal health and well-being depend on our informed choices about food and lifestyle. <b>Lines of Inquiry:</b> 1. Healthy and balanced lifestyle 2. Responsibility towards routines and habits 3. Consequences of choices <b>Specified concepts:</b> Form, Responsibility, Causation <b>Additional concepts:</b> Wellbeing, Nutrition, Initiative, Consequences, Impact <b>ATL Skills:</b> Self-management skills: Organisation & States of mind <b>LP Attributes:</b> Thinkers, Balanced, Risk-takers <b>Subject focus:</b> Science PSPE <b>SDG Connection:</b> Goal # 3 Good health and well being	<b>Unit- 5</b>  <b>Central Idea:</b> Evidence of past civilizations can make connections to present-day societies. <b>Lines of Inquiry:</b> 1. Past civilizations around the world 2. Processes involved in collecting, analysing, and validating historical evidence 3. Connections between past and present <b>Specified concepts:</b> Form, Function, Connection <b>Additional concepts:</b> Progress, Technology, Structure, Similarities, Differences, Systems <b>ATL Skills:</b> Research skills: Information Literacy, Ethical use of media Social skills: Interpersonal relationships <b>LP Attributes:</b> Open-minded, Knowledgeable <b>Subject focus:</b> Social studies, Art <b>SDG Connection:</b> Goal #16 Peace, Justice, and Strong Institutions	<b>Unit- 6</b>  <b>Central Idea:</b> Ideas, thoughts, and emotions can be communicated through poetry <b>Lines of Inquiry:</b> 1. Different elements in poetry 2. Structure of poems around the world 3. Creating, performing, and appreciating poems <b>Specified concepts:</b> Form, Function, Perspective <b>Additional concepts:</b> Imagination, Structure, Communication, Opinion <b>ATL Skills:</b> Communication Skill: Literacy skills & Exchanging information <b>LP Attributes:</b> Reflective, Communicators <b>Subject focus:</b> Language <b>SDG Connection:</b> Goal #4 Quality Education	<b>Unit- 4</b>  <b>Central Idea:</b> Curiosity and action lead to inventions and new understandings. <b>Lines of Inquiry:</b> 1. Famous inventors and their inventions 2. Ways inventions work (Simple machines) 3. The impact of inventions on our lives <b>Specified concepts:</b> Form, Function, Change <b>Additional concepts:</b> Ideas, Mechanics, Transformation <b>ATL Skills:</b> Thinking skills: Creative thinking, Transfer & Reflection <b>LP Attributes:</b> Knowledgeable, Reflective, Inquirers <b>Subject focus:</b> Science <b>SDG Connection:</b> Goal # 9 Industry, innovation and Infrastructure		
<b>Gr 4 9-10</b>	<b>Unit- 1</b> August- September  <b>Central Idea:</b> The effective interaction between human body systems contributes to health and survival <b>Lines of Inquiry:</b> 1. Body systems and the way they work. 2. The interdependence of body systems. 3. Impact of lifestyle choices on the body systems. <b>Specified concepts:</b> Function, Connection, Causation <b>Additional concepts:</b> Systems, Interdependence, Homeostasis <b>ATL Skills:</b> Research skills, Self-management skills <b>LP Attributes:</b> Knowledgeable, Inquirer, Balanced <b>Subject focus:</b> Science, PSPE <b>SDG Connection:</b> Goal # 3 Good health and well being	<b>Unit- 2</b> September- October- November  <b>Central Idea:</b> Explorations lead to discoveries, opportunities, and new understandings. <b>Lines of Inquiry:</b> 1. Exploration throughout time 2. Reasons behind various explorations 3. Impact of exploration on society <b>Specified concepts:</b> Function, Causation, Perspective <b>Additional concepts:</b> Discovery, impact <b>ATL Skills:</b> Research skills, Communication skills <b>LP Attributes:</b> Risk-taker, Inquirer <b>Subject focus:</b> Social studies <b>SDG Connection:</b> Goal # 14 Conserve and sustainably use the ocean, seas and marine resources	<b>Unit- 4</b> January- February  <b>Central Idea:</b> Media has the power to influence our opinions and decision making <b>Lines of Inquiry:</b> 1. Types and uses of media 2. Understanding the role of visual communication 3. Influence of media on our lives <b>Specified concepts:</b> Form, Function, Perspective <b>Additional concepts:</b> Communication, Culture, Opinion <b>ATL Skills:</b> Communication skill, Thinking skill <b>LP Attributes:</b> Communicator, Thinker <b>Subject focus:</b> Language, ICT (Technology) PSPE <b>SDG Connection:</b> Goal # 16 Peace, Justice and strong institutions	<b>Unit- 3</b> November- December- January  <b>Central Idea:</b> Light and sound energize and impact the world through technology. <b>Lines of Inquiry:</b> 1. The properties of light and sound 2. The purpose of light and sound innovations 3. The impact of light and sound innovations on society <b>Specified concepts:</b> Form, Causation, Function <b>Additional concepts:</b> Technological advances <b>ATL Skills:</b> Thinking skills, Research skills <b>LP Attributes:</b> Knowledgeable, Risk taker <b>Subject focus:</b> Science <b>SDG Connection:</b> Goal # 7 Affordable and clean energy		
<b>Gr 5 10-11</b>	<b>Unit- 6</b>  <b>Central Idea:</b> Changes people experience at different stages of their lives affect their evolving sense of self. <b>Lines of Inquiry:</b> 1. The physical, social, emotional and intellectual changes that occur throughout life. 2. Factors that contribute to well-being during adolescence 3. Contribution of relationships to our self-concept <b>Specified concepts:</b> Change, Connection, Reflection <b>Additional concepts:</b> Maturity, Image, Well-being <b>ATL Skills:</b> Research skills, Self-Management Skills <b>LP Attributes:</b> Knowledgeable, Balanced, Reflective <b>Subject focus:</b> Science, PE <b>SDG Connection:</b> Goal # 3 Good Health and Well - Being	<b>Unit- 2</b>  <b>Central Idea:</b> Human migration is a response to challenges, risks and opportunities. <b>Lines of Inquiry:</b> 1. The reasons for migration 2. Migration throughout history 3. Effects of migration on communities, cultures and individuals. <b>Specified concepts:</b> Change, Causation, Perspective <b>Additional concepts:</b> Adaptation, Consequences, Opinion, Prejudice <b>ATL Skills:</b> Research skills, Social skills <b>LP Attributes:</b> Inquirer, Open minded, Caring <b>Subject focus:</b> Social studies <b>SDG Connection:</b> Goal # 10 Reduced Inequalities	<b>Unit- 5</b>  <b>Central Idea:</b> People communicate to express their ideas, experiences, and culture. <b>Lines of Inquiry:</b> 1. Different art forms as a tool of communication. 2. Stories tell us about the real and imagined worlds. 3. Culture is communicated through different forms. <b>Specified concepts:</b> Function, Connection, Perspective <b>Additional concepts:</b> Communication, Interdependence, Cultures, Beliefs <b>ATL Skills:</b> Communication skills, Thinking skills. <b>LP Attributes:</b> Risk taker Balanced, Communicator <b>Subject focus:</b> Social Studies, Literacy <b>SDG Connection:</b> Goal # 17 Partnerships for goals.	<b>Unit- 3</b>  <b>Central Idea:</b> The need for energy sparks innovation and creative problem solving. <b>Lines of Inquiry:</b> 1. Energy is transformed into different forms 2. Energy impacts the environment in multiple ways 3. Innovative action can help conserve the Earth's resources <b>Specified concepts:</b> Change, Responsibility, Causation <b>Additional concepts:</b> Transformation, Innovation, Action, Impact, Initiative <b>ATL Skills:</b> Research Skills, Self-management Skills <b>LP Attributes:</b> Caring, Thinker, Reflective. <b>Subject focus:</b> Science, PE <b>SDG Connection:</b> Goal # 7 Affordable and clean energy		
<b>COLOUR CODE:</b>	<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 3</b>	<b>UNIT 4</b>	<b>UNIT 5</b>	<b>UNIT 6</b>

Exhibition unit