

Who we are	Where we are in place and time	How we express ourselves	How the world works (Science)	How we organise ourselves	Sharing the Planet
An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none">physical, emotional, social and spiritual health and well-beingrelationships and belonginglearning and growing	An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none">periods, events and artefactscommunities, heritage, culture and environmentnatural and human drivers of movement, adaptation and transformation	An inquiry into the diversity of voice, perspectives and expression through: <ul style="list-style-type: none">inspiration, imagination, creativitypersonal, social, and cultural notes and practices of communicationintentions, perceptions, interpretations and responses	An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none">patterns, cycles and systemsdiverse practices, methods and toolsdiscovery, design, innovation, possibilities and impacts	An inquiry into systems, structures, and networks through: <ul style="list-style-type: none">interactions with and between social and ecological systemsapproaches to livelihoods and trade practice - intended and unintended consequencesrepresentation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none">rights, responsibilities and dignity of allpathways to just, peaceful, and reimaged futuresnature, complexity, coexistence and wisdom
Term 1		Term 2		Term 3	
Central Idea How the people and spaces at kindergarten help us to learn, have fun and be safe. Lines of Inquiry & Specified Concepts <ul style="list-style-type: none">The people and spaces in our kindergarten (Form)Why we have rules to keep us safe (Connection)How our choices affect others (Causation) Additional Concepts Emotions, Safety, Choices Learner Profile Attributes: Caring, Principled Approaches to Learning Skills: Social skills	Central Idea How discovery and decision-making help us to learn about, and care for, ourselves. Lines of Inquiry & Specified Concepts <ul style="list-style-type: none">The human body (Form)How our mind and body work (Function)How we can care for ourselves (Responsibility) Additional Concepts Health, Systems, Wellbeing Learner Profile Attributes: Balanced, Knowledgeable, Risk-takers Approaches to Learning Skills: Self-management Skills	Central Idea How we share the world with other living things. Lines of Inquiry & Specified Concepts <ul style="list-style-type: none">Classifying living things (Form)Living things grow when their needs are met (Change)How we can care for the environment (Responsibility) Additional Concepts Features, Sustainability, Growth Learner Profile Attributes: Thinkers, Inquirers, Reflective Approaches to Learning Skills: Thinking & Research Skills	Central Idea How celebrations and traditions are expressions of our beliefs and values. Lines of Inquiry & Specified Concepts <ul style="list-style-type: none">Our cultural backgrounds (Form)The meaning behind our celebrations and traditions (Perspective)How cultural understanding builds respect (Connection) Additional Concepts Belonging, Diversity, Identity Learner Profile Attributes: Communicators, Open-minded Approaches to Learning Skills: Communication Skills		

Term 1	Term 2	Term 3	Term 4
<p>WHO WE ARE</p> <p>Central Idea Every day, we learn more about ourselves and others.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • Our likes and dislikes (Perspective) • How we express our feelings (Responsibility) • How our actions affect us and others (Causation) <p>Additional Concepts Behaviour, identity, relationships</p> <p>Learner Profile Attributes Balanced, Open-minded, Caring</p> <p>Approaches to Learning Skills Social and Self-Management Skills</p>	<p>HOW WE ORGANISE OURSELVES</p> <p>Central Idea The people and places in our community help us to meet our needs.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • The people in our community (Form) • How the places in our community work (Function) • How our community meets our needs (Causation) <p>Additional Concepts Needs, roles, belonging</p> <p>Learner Profile Attributes Knowledgeable, Thinkers, Reflective</p> <p>Approaches to Learning Skills Thinking Skills</p>	<p>HOW WE EXPRESS OURSELVES</p> <p>Central Idea People communicate through storytelling.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • Stories have a beginning, middle and end (Form) • Stories can be shared in different ways (Function) • Stories can make us feel different emotions (Perspective) <p>Additional Concepts Interests, creativity, entertainment</p> <p>Learner Profile Attributes Communicator, Risk-taker, Reflective</p> <p>Approaches to Learning Skills Communication Skills</p>	<p>SHARING THE PLANET</p> <p>Central Idea Needs of living things determine how they survive.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • Living things have needs (Causation) • Living things grow and need each other (Change & Connection) • People have a responsibility to protect other living things (Responsibility) <p>Additional Concepts Survival, interdependence, cooperation</p> <p>Learner Profile Attributes: Principled, Inquirer, Reflective</p> <p>Approaches to Learning Skills: Research Skills</p>

HOW THE WORLD WORKS – SCIENCE

<p>Central Idea We use our senses to explore and interpret the world around us.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • How sound is created and moves (causation) • Ways sound can change (change) • How we use hearing to understand our environment (function) <p>Additional concepts Energy, Perception, Communication</p> <p>Learner Profile Attributes Communicators, Risk-takers, Reflective</p> <p>Approaches to Learning Skills Communication skills</p>	<p>Central Idea The properties of materials influence how we use them.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • What materials are like and what we notice about them (Form) • How people choose materials based on what they can do (Function) • How different cultures use materials in meaningful ways (Connection) <p>Additional concepts Properties, Design, Sustainability</p> <p>Learner Profile Attributes Principled, Balanced</p> <p>Approaches to Learning Skills Social & Self-management skills</p>	<p>Central Idea Seasonal changes influence living things and their environment.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • Patterns and changed in the environment (Change) • How living things respond to seasonal changes (Connection) • How seasonal changes influence our choices and actions (Perspective) <p>Additional concepts Patterns, Adaptation, Climate</p> <p>Learner Profile Attributes Thinkers, Open-minded</p> <p>Approaches to Learning Skills Research skills</p>	<p>Central Idea Plants have structures that help them survive in their environments.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • How different parts of plants help them live and grow (Function) • How plants interact with their environment (Connection) • The role of plants in supporting life (Responsibility) <p>Additional concepts Interaction, Interdependence, Growth</p> <p>Learner Profile Attributes Caring, Knowledgeable, Inquirers</p> <p>Approaches to Learning Skills Thinking skills</p>
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Term 1	Term 2	Term 3	Term 4
<p>WHO WE ARE</p> <p>Central Idea Living the Learner Profile helps us become our best selves.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • The IB Learner Profile (Form) • Positive and negative choices (Connection) • How our choices impact others (Causation) 	<p>Additional concepts Communication, relationships, behaviour,</p> <p>Learner Profile Attributes All</p> <p>Approaches to Learning Skills Social skills</p>		
<p>WHERE WE ARE IN PLACE & TIME</p> <p>Transport meets people's needs in different places and situations.</p> <p>Lines of Inquiry & Key Concepts</p> <ul style="list-style-type: none"> • Transport around the world (Form) • How transport has and will change (Change) • Why people and things move from place to place (Perspective) <p>Additional concepts Transformation, resources, environment</p> <p>Learner Profile Attributes Inquirer, risk-takers</p> <p>Approaches to Learning Skills Research skills</p>	<p>HOW WE ORGANISE OURSELVES</p> <p>Central Idea People rely on food to meet their needs.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • Why we eat food (Causation) • Where food comes from (Connection) • Sharing food fairly (Responsibility) <p>Additional concepts Supply, needs, wants</p> <p>Learner Profile Attributes Caring, balanced, thinkers</p> <p>Approaches to Learning Skills Thinking skills</p>	<p>HOW WE EXPRESS OURSELVES</p> <p>Central Idea People express their culture in many ways.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • How culture shapes the way people live and act (Function) • How people use the Arts to express culture (Perspective) • How stories help people share and keep their culture alive (Connection) <p>Additional concepts Identity, beliefs, diversity</p> <p>Learner Profile Attributes Communicator, open-minded</p> <p>Approaches to Learning Skills Communication skills</p>	<p>SHARING THE PLANET</p> <p>Central Idea People can protect the environment through waste management.</p> <p>Lines of Inquiry & Key Concepts</p> <ul style="list-style-type: none"> • Natural and human made waste (Form) • The impact of waste on the environment (Causation) • Ways we can reduce, reuse, recycle and refuse waste (Responsibility) <p>Additional concepts Consequences, choices, systems</p> <p>Learner Profile Attributes Principled, knowledgeable, reflective</p> <p>Approaches to Learning Skills Self-management skills</p>

HOW THE WORLD WORKS – SCIENCE			
<p>Central Idea The way objects move through the air is influenced by their properties and design.</p> <p>Lines of Inquiry & Specified Concepts:</p> <ul style="list-style-type: none"> • How the size, shape and material of objects affect their ability to fly or glide (Form) • The different ways objects can move through the air (Change) • How understanding flight helps us design things for the air (Function) <p>Additional concepts Energy, interaction, perspective</p> <p>Learner Profile Attributes Inquirer, Thinker, Risk-taker</p>	<p>Central Idea Everyday products are made by combining materials for specific purposes.</p> <p>Lines of Inquiry & Specified Concepts:</p> <ul style="list-style-type: none"> • How different materials are combined to create everyday products (Form) • How the properties of materials change when they are combined (Change) • How the properties of materials influence product use (Function) <p>Additional concepts Systems, change, responsibility</p> <p>Learner Profile Attributes Knowledgeable, Curious, Risk-taker</p>	<p>Central Idea Plants and animals have features and needs that help them survive.</p> <p>Lines of Inquiry & Specified Concepts:</p> <ul style="list-style-type: none"> • Observable features of plants and animals that help us classify them (Form) • The basic needs of plants and animals (Function) • How different environments support the survival needs of plants and animals (Connection) <p>Additional concepts Adaptation, interdependence, diversity</p> <p>Learner Profile Attributes Caring, Communicator</p>	<p>Central Idea Water conservation helps protect Earth's resources.</p> <p>Lines of Inquiry & Specified Concepts:</p> <ul style="list-style-type: none"> • How water moves through the environment and is used (Connection) • Water conservation through reducing, reusing and recycling (Causation) • How science and technology help conserve water and guide responsible choices (Responsibility) <p>Additional concepts Sustainability, cause and effect, interdependence</p> <p>Learner Profile Attributes Principled, Balanced</p>

Term 1	Term 2	Term 3	Term 4
<p>WHO WE ARE</p> <p>Central Idea: Our choices affect our wellbeing</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • What is wellbeing (Form) • What affects our wellbeing (Causation) • Making choices about our health and wellbeing (Responsibility) 	<p>Additional Concepts: Values, Identity, Feelings</p> <p>Learner Profile Attributes: Balanced, Reflective</p> <p>Approaches to Learning Skills: Self-management skills</p>		
<p>HOW WE EXPRESS OURSELVES</p> <p>Central Idea Our need to share our feelings and ideas through various forms of communication</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • Different forms of communication (Function) • Impact of communication (Causation) • People's need to communicate with one another (Perspective) <p>Additional concepts Networks, Roles</p> <p>Learner Profile Attributes Communicators, Inquirers</p> <p>Approaches to Learning Skills Social skills</p>	<p>WHERE WE ARE IN PLACE & TIME</p> <p>Central Idea Exploration leads to discoveries, opportunities and new understandings</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • Reasons for exploration (causation) • How explorations have taken place over time (change) • The consequences of exploration (perspective) <p>Additional concepts Consequences, Subjectivity</p> <p>Learner Profile Attributes Risk-takers, Knowledgeable</p> <p>Approaches to Learning Skills Research skills</p>	<p>SHARING THE PLANET</p> <p>Central Idea Human choices impact the survival of endangered species.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • How animals become endangered (Causation) <ul style="list-style-type: none"> • Endangered species (Form) • Human's responsibility to protect animals (Responsibility) <p>Additional concepts Impact, Justice</p> <p>Learner Profile Attributes Caring, Thinkers</p> <p>Approaches to Learning Skills Thinking skills</p>	<p>HOW WE ORGANISE OURSELVES</p> <p>Central Idea Government and citizens have shared responsibility within communities.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • The role of local government (function) • The importance of rules in communities (responsibility) • How people participate within communities (connection) <p>Additional concepts Citizenship, Rights</p> <p>Learner Profile Attributes Open-minded, Principled</p> <p>Approaches to Learning Skills Communication skills</p>

HOW THE WORLD WORKS – SCIENCE

<p>Central Idea Plants and animals have life cycles and interact to support their habitats.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • The life cycles of plants and animals (Change) • The roles of producers, consumers and decomposers in a habitat (Function) • How food chains and webs show the relationship between living things (Connection) <p>Additional concepts Adaptation, Interdependence, Diversity</p> <p>Learner Profile Attributes: Inquirer, Caring, Knowledgeable</p> <p>Approaches to Learning Skills Research skills</p>	<p>Central Idea Forces affect how objects move.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • Different types of forces and how they work (Form) • How forces act through direct contact or at a distance (Connection) • How forces change the speed and direction of objects in everyday situations (Causation) <p>Additional concepts Energy transfer, Cause and Effect, Motion</p> <p>Learner Profile Attributes: Thinker, Risk-taker</p> <p>Approaches to Learning Skills Thinking skills</p>	<p>Central Idea Weather and climate impact the environment and living things can influence these changes.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • How weather events and climate patterns affect land, air, water and living things (Causation) • How human activities can influence weather and climate (Responsibility) • How understanding weather and climate helps us to protect the environment (Perspective) <p>Additional concepts Sustainability, Systems, Change</p> <p>Learner Profile Attributes: Principled, Balanced, Open-minded</p> <p>Approaches to Learning Skills Thinking skills</p>	<p>Central Idea The properties of materials determine how they are used and reused.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • The properties of different natural and made materials (Form) • How the properties of materials influence their use in everyday items (Function) • Ways we can reuse and recycle materials based on their properties to reduce waste (Responsibility) <p>Additional concepts Properties, Transformation, Innovation</p> <p>Learner Profile Attributes: Communicator, Reflective</p> <p>Approaches to Learning Skills Research skills</p>
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Term 1	Term 2	Term 3	Term 4
<p>WHO WE ARE</p> <p>Central Idea Physical, emotional and social health influences who we are.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • How human experiences evolve from birth to adulthood (Change) • How personal experiences influence our perspectives (Perspective) • How physical, emotional and social health affect how our mind and body function (Function) 	<p>Additional Concepts: Wellbeing, Identity, Growth</p> <p>Learner Profile Attributes: Knowledgeable, Reflective</p> <p>Approaches to Learning Skills: Self-management skills</p>		
<p>HOW WE ORGANISE OURSELVES</p> <p>Central Idea People organise themselves because of geographic, economic and human factors.</p> <p>Lines of Inquiry and Specified Concepts</p> <ul style="list-style-type: none"> • How supply and demand impacts trade across the world (Function) • How resources affect population distribution (Connection) • Implications of population growth in the future (Responsibility) <p>Additional concepts Resources, Systems, Sustainability</p> <p>Learner Profile Attributes: Thinker, Balanced</p> <p>Approaches to Learning Skills Thinking skills</p>	<p>WHERE WE ARE IN PLACE & TIME</p> <p>Central Idea Human migration is a response to challenges, risks and opportunities.</p> <p>Lines of Inquiry and Specified Concepts</p> <ul style="list-style-type: none"> • The reasons people migrate (Causation) • Migration through history (Change) • Effects of migration on communities, cultures and individuals (Perspective) <p>Additional concepts Displacement, Opportunity, Adaptation</p> <p>Learner Profile Attributes: Risk-taker, Open-minded</p> <p>Approaches to Learning Skills Social skills</p>	<p>SHARING THE PLANET</p> <p>Central Idea Global changes and weather conditions affect the world and its people in varying ways</p> <p>Lines of Inquiry and Specified Concepts</p> <ul style="list-style-type: none"> • Our responsibilities to look after the planet (Responsibility) • The cause and effects of natural phenomena (Causation) • Empathy for those who are affected by disasters (Perspective) <p>Additional concepts Climate, Impact, Resilience</p> <p>Learner Profile Attributes: Inquirer, Caring</p> <p>Approaches to Learning Skills Research skills</p>	<p>HOW WE EXPRESS OURSELVES</p> <p>Central Idea Media uses a variety of strategies to influence thinking.</p> <p>Lines of Inquiry and Specified Concepts</p> <ul style="list-style-type: none"> • Different forms of media and their purpose (Form) • Media uses different strategies to persuade society (Causation) • Media changes over time (Change) <p>Additional concepts Bias, Audience, Communication</p> <p>Learner Profile Attributes: Communicator, Principled</p> <p>Approaches to Learning Skills Communication skills</p>

HOW THE WORLD WORKS – SCIENCE

<p>Central Idea The physical conditions of habitats influence the growth and survival of organisms.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • How the physical conditions of different habitats support plants and animals (Function) • How organisms adapt to survive in their specific habitats (Connection) • The impact of changes to habitats, including human activity, on the survival of living organisms (Causation) <p>Additional concepts Adaptation, environment, interdependence</p>	<p>Central Idea The properties and changes of matter help us understand how substances interact and transform.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • How the properties of solids, liquids and gases can be explained by modelling the motion and arrangement of their particles (Form) • How mixtures and solutions are formed and separated by combining different substances (Function) • The differences between reversible and irreversible changes and their effects on substances (Change) 	<p>Central Idea Natural processes and events shape Earth's surface and human actions can reduce their impact.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • How geological processes like weathering, erosion, transportation and deposition cause changes to Earth's surface over time (Change) • How sudden geological events and extreme weather conditions affect Earth's surface and atmosphere (Causation) • How human actions and technology can reduce the impacts of natural disasters (Responsibility) <p>Additional concepts</p>	<p>Central Idea The movements of Earth and other planets in the solar system create observable patterns and cycles.</p> <p>Lines of Inquiry & Specified Concepts</p> <ul style="list-style-type: none"> • How the force of gravity keeps Earth and other planets in orbit around the Sun (Perspective) • How Earth's tilt and rotation on its axis causes day and night (Causation) • How Earth's revolution around the Sun changes the length of day and night across seasons (Change) <p>Additional concepts Cycles, Gravity, Perspective</p>
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