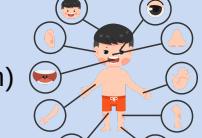
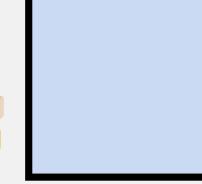
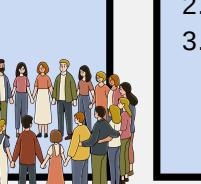
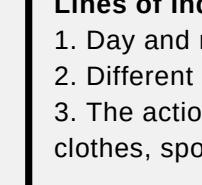
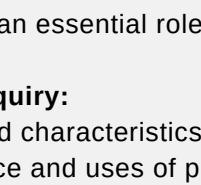
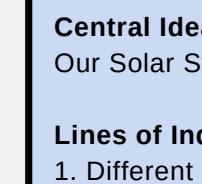
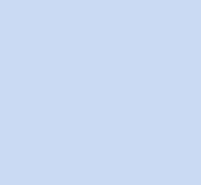
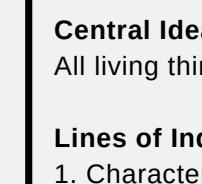
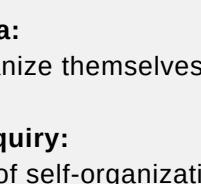
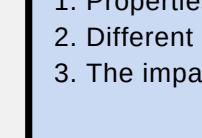
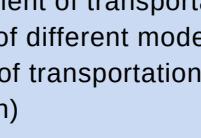
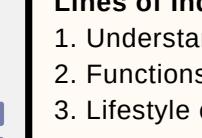
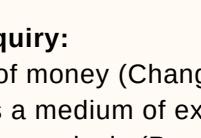
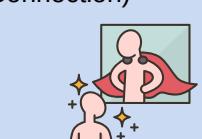
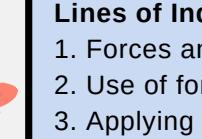
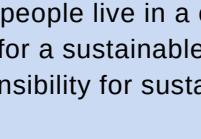
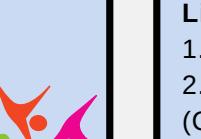
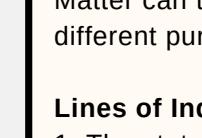
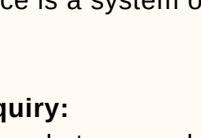
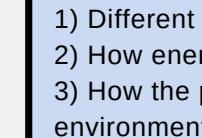
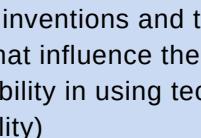


# PROGRAMME OF INQUIRY 2025-26

|       | 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  |
|-------|---|---|---|--|--|---|
| EYP 1 | <p><b>Central Idea:</b> As we grow and change, we learn more about ourselves and the world around us.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Parts of our body (Form)</li> <li>2. Changes our body go through (Change)</li> <li>3. Using our senses to explore our surroundings (Function)</li> </ol>   |   | <p><b>Central Idea:</b> We use play to express our feelings and ideas.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Different games and toys (Form)</li> <li>2. Communication through play (Form)</li> <li>3. Imaginative use of everyday material in play (Perspective)</li> </ol>   |  |  | <p><b>Central Idea:</b> People play different roles in the community to which they belong.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Needs of the community (Causation)</li> <li>2. Roles &amp; responsibilities of community helpers (Function)</li> <li>3. Our responsibility as members of a community (Responsibility)</li> </ol>    |
| EYP 2 | <p><b>Central Idea:</b> We follow patterns in our daily life to help us learn and grow.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Our daily routines (Form)</li> <li>2. How patterns help us do things (Causation)</li> <li>3. How patterns help us understand ourselves (Perspective)</li> </ol>    |   | <p><b>Central Idea:</b> People express their feelings through art.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Different art forms (Form)</li> <li>2. Feelings and emotions that art evokes (Form)</li> <li>3. Appreciating creative art expression (Perspective)</li> </ol>   | <p><b>Central Idea:</b> Our activities are usually connected to the earth's natural cycle.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Day and night cycle (Causation)</li> <li>2. Different seasons around the world (Change)</li> <li>3. The actions people take in response to seasonal changes (food, clothes, sports, health etc.) (Connection)</li> </ol>     | <p><b>Central Idea:</b> Plants play an essential role in our lives.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Types and characteristics of a plant (Form)</li> <li>2. Importance and uses of plants in our life (Function)</li> <li>3. Our responsibility towards plants (Responsibility)</li> </ol>    |   |
| EYP 3 | <p><b>Central Idea:</b> A healthy lifestyle is important for our well-being.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Daily habits and routines (Form)</li> <li>2. Role of a balanced diet (Function)</li> <li>3. Our personal choices affect our health and well-being (Responsibility)</li> </ol>   | <p><b>Central Idea:</b> Homes around the world may be influenced by various factors.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Different types of homes (Form)</li> <li>2. Change in homes over time (Change)</li> <li>3. Ways homes meet our needs and wants (Perspective)</li> </ol>   | <p><b>Central Idea:</b> People recognize important events through celebrations and traditions.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Types of celebration (personal, national, holidays, and global) (Form)</li> <li>2. Rituals and traditions are related to different celebrations (food, clothes, music, dance, rituals) (Connection)</li> <li>3. Reasons and significance of celebration (Causation)</li> </ol>  | <p><b>Central Idea:</b> Our Solar System is a part of the large and complex universe.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Different components of our Solar system (Form)</li> <li>2. The Sun and its role in Solar system (Function)</li> <li>3. Movement of the Sun, Moon, and Earth (Connection)</li> </ol>    |  |   |
| PYP 1 | <p><b>Central Idea:</b> Understanding ourselves helps us to learn better and evolve.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Personal characteristics, abilities and interests (Form)</li> <li>2. Awareness of ourselves in social situations (Perspective)</li> <li>3. Setting personal goals help us evolve as a person (Change)</li> </ol>              | <p><b>Central Idea:</b> Knowing about our family histories enables us to discover our cultural origins and develop historical awareness.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Family Histories (Form)</li> <li>2. Similarities and differences between family histories (Change)</li> <li>3. Ways we can find out about our histories (Function)</li> </ol>   | <p><b>Central Idea:</b> Stories help us to imagine and express ourselves.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Elements of a story (Form)</li> <li>2. Role of illustration in a story (Function)</li> <li>3. Conveying ideas and messages through stories (Perspective)</li> </ol>    | <p><b>Central Idea:</b> All living things go through a process of change.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Characteristics of living things (Form)</li> <li>2. Developmental stages of living things (Change)</li> <li>3. Factors that can influence life cycles (Connection)</li> </ol>   | <p><b>Central Idea:</b> People organize themselves to plan and carry out activities effectively.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Concept of self-organization (Form)</li> <li>2. Importance of organizational skills at school and home (Function)</li> <li>3. Ways of organizing our thoughts and time (Responsibility)</li> </ol>                   | <p><b>Central Idea:</b> Actions people take to share limited resources.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Water as a limited resource (Causation)</li> <li>2. Different views on how to manage water as a limited resource (Perspective)</li> <li>3. Our responsibility as a global citizen to conserve water (Responsibility)</li> </ol>                                    |
| PYP 2 | <p><b>Central Idea:</b> Maintaining relationships is an important life skill.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Importance of relationships (Perspective)</li> <li>2. Ways we can appreciate and maintain relationships (Function)</li> <li>3. Managing and Resolving conflicts (Causation)</li> </ol>   | <p><b>Central Idea:</b> The Earth's physical features influence human interactions and settlements</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Landforms and their characteristics (Form)</li> <li>2. The relationship between location and settlement (Connection)</li> <li>3. Impact of human interaction on the physical environment (Causation)</li> </ol>       | <p><b>Central Idea:</b> We explore and express through the medium of Visual Art.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Elements of Visual Art (Form)</li> <li>2. Cultural representation through different art forms (Connection)</li> <li>3. Finding and expressing the artist in me (Perspective)</li> </ol>   | <p><b>Central Idea:</b> Understanding the properties of air allows people to make practical applications.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Properties of air (Function)</li> <li>2. Different applications of air (Causation)</li> <li>3. The impact of our actions on air quality (Responsibility)</li> </ol>   | <p><b>Central Idea:</b> Transportation systems are organized to meet the changing needs of the community.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Development of transportation system (Change)</li> <li>2. Purpose of different modes of transport (Causation)</li> <li>3. Systems of transportation respond to changing needs (Connection)</li> </ol>       | <p><b>Central Idea:</b> Living things have certain requirements in order to grow and survive.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Classification of living organisms (Form)</li> <li>2. Living things respond to changing environmental conditions (Change)</li> <li>3. Our responsibility as global citizens to protect the habitats (Responsibility)</li> </ol>              |
| PYP 3 | <p><b>Central Idea:</b> International Mindedness requires an understanding of different cultures.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Concept of International Mindedness (Form)</li> <li>2. Creating a culture of international mindedness (Connection)</li> <li>3. Developing and promoting International Mindedness (Responsibility)</li> </ol>     | <p><b>Central Idea:</b> People expand their understanding of the world through exploration and discovery.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. The reasons for exploration (Causation)</li> <li>2. The past, present and the future of exploration (Change)</li> <li>3. Impact of exploration on our lives (Connection)</li> </ol>                            | <p><b>Central Idea:</b> Media informs, surrounds, and persuades us.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Types of Media (Form)</li> <li>2. Understanding the role of advertising in media (Function)</li> <li>3. Influence of media on our life (Perspective)</li> </ol>    | <p><b>Central Idea:</b> Different organs help in the growth and function of the human system.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Understanding the different organs of the system (Form)</li> <li>2. Functions of organs in a system (Function)</li> <li>3. Lifestyle choices influence personal well-being (Responsibility)</li> </ol>                    | <p><b>Central Idea:</b> Money facilitates exchange of goods and services to meet our day to day requirements.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Concept of money (Change)</li> <li>2. Money as a medium of exchange (Function)</li> <li>3. Using money wisely (Perspective)</li> </ol>    | <p><b>Central Idea:</b> Sustainability of resources is a shared responsibility.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Earth's resources and its uses (Form)</li> <li>2. Importance of sustaining Earth's resources (Causation)</li> <li>3. Practices we adopt to protect Earth's resources (Responsibility)</li> </ol>   |
| PYP 4 | <p><b>Central Idea:</b> Choices of role model reflect the beliefs and values of people.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Reasons for choosing role models (Causation)</li> <li>2. Factors that determine our beliefs and values (Perspective)</li> <li>3. Influence of role models on people's choices and actions (Connection)</li> </ol>          | <p><b>Central Idea:</b> Human migration is a response to challenges/ risks and opportunities.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Early human migrations (Causation)</li> <li>2. Reasons why people continue to migrate today (Change)</li> <li>3. The effects of migration on us as a global community (Perspective)</li> </ol>                             | <p><b>Central Idea:</b> We express our ideas and emotions through poetry.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Forms of poetry and poetic elements (Form)</li> <li>2. Ways to express feelings and thoughts through poems (Perspective)</li> <li>3. Purpose and interpretation of poetry (Perspective)</li> </ol>   | <p><b>Central Idea:</b> Humans apply scientific understanding of force and motion to make their lives easier.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Forces and motion around us (Form)</li> <li>2. Use of force and motion on simple machines (Function)</li> <li>3. Applying our understanding of simple machines to solve problems (Connection)</li> </ol>  | <p><b>Central Idea:</b> Communities can create sustainable systems that meet their needs.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Reasons people live in a community (Function)</li> <li>2. Systems for a sustainable community (Causation)</li> <li>3. My responsibility for sustainable community (Responsibility)</li> </ol>                               | <p><b>Central Idea:</b> Children worldwide encounter a range of challenges, risks and opportunities.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Rights of children (Form)</li> <li>2. Challenges, risks and opportunities that children encounter (Causation)</li> <li>3. Ways in which individuals and organizations work to protect children from risk (Responsibility)</li> </ol>  |
| PYP 5 | <p><b>Central Idea:</b> The choices people make affect their health and wellbeing.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Understanding of Personal well-being (Physical, Emotional, Social, and Spiritual) (Form)</li> <li>2. Factors that contribute to well-being (Causation)</li> <li>3. Choices that encourage a growth mindset (Change)</li> </ol>  | <p><b>Central Idea:</b> Evidence of past civilizations can be used to make connections to present day societies</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. History and life in past civilization (Causation)</li> <li>2. Impact of ancient life on our everyday lives (Connection)</li> <li>3. Implications for the future (Perspective)</li> </ol>                 | <p><b>Central Idea:</b> People use creativity to express their artistic intentions and expressions through aesthetics.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Forms of expressions (Form)</li> <li>2. Exploring the creative process (Function)</li> <li>3. Ways one can explore their artistic expression (Perspective)</li> </ol>   | <p><b>Central Idea:</b> Matter can take many different forms which can be changed to suit different purposes.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. The states &amp; properties of matter (Form)</li> <li>2. Matter can undergo temporary or permanent changes (Change)</li> <li>3. Practical applications of changes in matter (Function)</li> </ol>         | <p><b>Central Idea:</b> A marketplace is a system of exchange that serves the needs of a community.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Types of markets around the World (Form)</li> <li>2. Distribution of goods and services (Function)</li> <li>3. Responsibilities of producers and consumers (Responsibility)</li> </ol>                            | <p><b>Central Idea:</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Nature of biodiversity (Form)</li> <li>2. Interdependence of organisms within ecosystems and biomes (Connection)</li> <li>3. Human interactions that affect the balance of an ecosystem (Responsibility)</li> </ol>     |
| PYP 6 | <p><b>Central Idea:</b> Changes experienced during adolescence can affect an evolving sense of self.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Physical, social, emotional changes during adolescence (Change)</li> <li>2. The causes of these changes on our self-esteem (Causation)</li> <li>3. Ways to cope with these changes (Perspective)</li> </ol>   | <p><b>Central Idea:</b> How people respond to world problems shows our connection and responsibility to each other</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Global problems in history and today (Causation)</li> <li>2. People's actions make a difference during crises (Responsibility)</li> <li>3. Working together across countries (Connection)</li> </ol>  | <p><b>PYP Exhibition</b></p>  | <p><b>Central Idea:</b> Conversion and transformation of energy impacts the environment.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1) Different forms of energy (Form)</li> <li>2) How energy is transformed and used (Function)</li> <li>3) How the process of transforming energy impacts the environment. (Change)</li> </ol>                                     | <p><b>Central Idea:</b> Technology impacts on the world of work and leisure.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Usage of inventions and technology in daily life (Change)</li> <li>2. Factors that influence the use of technology (Connection)</li> <li>3. Responsibility in using technology thoughtfully and sustainably (Responsibility)</li> </ol>  | <p><b>Central Idea:</b> Finding peaceful solutions to conflict leads to a better quality of human life.</p> <p><b>Lines of Inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Causes of conflict (Form)</li> <li>2. Conflict resolution and management (Connection)</li> <li>3. Living and working together peacefully (Responsibility)</li> </ol>   |