

## KG 1 POI 2023-2024

TD Themes	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
<b>Theme Descriptor</b>	<u>Inquiry into the nature of the self: beliefs and values;</u> personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.		<u>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;</u> our appreciation of the aesthetic.	<u>Inquiry into the interconnectedness of human-made systems and communities;</u> the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.		Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; <u>communities and the relationships within and between them;</u> access to equal opportunities; peace and conflict resolution.
<b>Central Idea</b>	What makes me Unique		Through play we express our feelings and ideas and come to new understandings	People play different roles in the community to which they belong		The world is full of living things
<b>Lines of Inquiry</b>	<b>Physical</b> and emotional characteristics (Form) <b>Myself</b> as part of a group (Perspective) <b>Recognising</b> similarities and differences between myself and others (Connection)		<b>Communicating</b> through play (Function) <b>Imaginative</b> use of materials (Connection) <b>Role</b> of toys in play (Perspective)	<b>Various</b> communities we belong to (Form) <b>Roles</b> of people who are part of our community (Function) <b>How</b> communities are organised (Change)		<b>Characteristics</b> of living things (Form) <b>Needs</b> of living things (Causation) <b>Our</b> responsibility for the well-being of living things (Responsibility)
<b>Key</b>	Form		Function	Form		Form

<b>Concepts</b>	Perspective Connection		Connection Perspective	Function Change		Causation Responsibility
<b>UN SDG</b>				11. Sustainable cities and communities 17. Partnership for the Goals		15. Life on Land
<b>Related Concepts</b>	Identity Relationship		Imagination Creativity Communication	Community Rules Interaction		Classification Living and nonliving Interdependence
<b>Learner Profile</b>	Communicator Caring Balanced		Risk Taker Reflective Open minded	Inquirer Thinker Principled		Knowledgeable Inquirer Communicator
<b>ATL Skills</b>	<b>Social:</b> Developing positive interpersonal relationships <b>Communication:</b> Listening, Speaking <b>Self-Management:</b> Mindfulness, Be aware of body & mind		<b>Social:</b> Developing positive interpersonal relationships and collaboration skills <b>Communication:</b> Listening, Speaking <b>Thinking:</b> Creative thinking	<b>Self Management:</b> Managing emotions <b>Research:</b> Data gathering <b>Thinking:</b> Analysing and evaluating		<b>Research:</b> Data gathering and interpreting <b>Thinking:</b> Creative thinking, generating novel ideas <b>Communication:</b> Listening Interpreting Speaking
<b>Subject Focus</b>	<b>Science:</b> Living Things <b>Social Studies:</b> Continuity and Change through time		<b>Social Studies:</b> Social Organisation and Structure <b>Art:</b> Creating and Responding	<b>Social Studies:</b> Social organisation and culture		<b>Science:</b> Living Things <b>Social Studies:</b> Human and natural environments

## KG 2 POI 2023-2024

TD Themes	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
<b>Theme Descriptor</b>	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <u>human relationships including families, friends, communities, and cultures; rights and responsibilities;</u> what it means to be human.		<u>Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</u> the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<u>Inquiry into the interconnectedness of human-made systems and communities;</u> the structure and function of organisations; societal decision-making; economic activities and their <u>impact on humankind and the environment.</u>	Inquiry into the natural world and its laws; <u>the interaction between the natural world (physical and biological) and human societies;</u> how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	
<b>Central Idea</b>	Friendships enrich our lives and require nurturing in order to develop		Sharing traditions develop an appreciation for others	Transportation systems are created to meet the needs of the community.	Understanding the world using 5 senses	
<b>Lines of Inquiry</b>	<b>Characteristics</b> that help develop healthy friendships (Connection) <b>How</b> friends are made and kept (Perspective) <b>Belonging</b> to a group may promote well		<b>Types</b> of Traditions and Celebrations (Form) <b>Traditions</b> can be communicated through a variety of ways (Function) <b>Appreciate</b> that we are different (Perspective)	<b>Types</b> of transport in our community (Form) <b>Reasons</b> why different types of transportation are needed (Causation) <b>Factors</b> that affect the changes in	<b>The</b> five senses (Form) <b>The</b> different functions of our senses (Function) <b>How</b> senses help us understand the world (Connection)	

	being (Responsibility)			transportation system (Change)		
<b>Concepts</b>	Connection Perspective Responsibility		Form Function Perspective	Causation Form Change	Form Function Connection	
<b>UN SDG</b>			10. Reduced Inequalities	9. Industry, innovations, Infrastructure 11. Sustainable cities and communities	3. Good Health and well being 4. Quality Education	
<b>Related Concepts</b>	Cooperation Friendship Interdependence		Tradition Culture Beliefs Values	Structure Impact	Systems Nervous Interaction Environment	
<b>Learner Profile</b>	Communicator Open minded Caring		Open minded Communicator Risk Taker	Thinkers Inquirers Risk Taker Principled	Balanced Knowledgeable Reflective	
<b>ATL Skills</b>	<b>Social:</b> Respecting others, resolving conflict, cooperating <b>Self Management:</b> Gross motor skills, Fine motor skills, Time management, Informed choices <b>Communication:</b> Listening, Speaking, Non verbal communication		<b>Self Management:</b> Organisation skills, managing time and tasks <b>Communication:</b> Listening, Speaking, Writing, Viewing <b>Research:</b> Formulating questions, Observing, Planning, Collecting data	<b>Thinking:</b> Critical thinking, analysing and evaluating issues and ideas <b>Self Management:</b> Organisation skills, managing time and tasks <b>Social:</b> Developing positive interpersonal relationships <b>Research:</b>	<b>Thinking:</b> Critical thinking, Analysing and evaluating issues and ideas <b>Communication:</b> Literacy Skills, Using language to gather and communicate information <b>Self Management:</b> Fine motor skills, Spatial awareness	

				Formulating questions, Observing, Planning, Collecting data		
<b>Subject Focus</b>	PSPE, Maths, English <b>Social Studies:</b> Social Organisation and Culture		PSPE, Maths, English <b>Social Studies:</b> Social organisation and culture	PSPE, Maths, English <b>Social Studies:</b> Human systems and economic activities <b>Science:</b> Forces and Energy	PSPE, Maths, English <b>Science:</b> Living Things; Force and Energy <b>Social Studies:</b> Human and Natural Environment	

## Grade 1 POI 2023-2024

TD Themes	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
<b>Theme Descriptor</b>	Inquiry into the nature of the self; <u>beliefs and values</u> ; personal, physical, mental, social and spiritual health; <u>human relationships including families, friends, communities, and cultures</u> ; <u>rights and responsibilities</u> ; what it means to be human.	Inquiry into orientation in place and time; <u>personal histories</u> ; <u>homes and journeys</u> ; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<u>Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<u>Inquiry into the interconnectedness of human-made systems and communities</u> ; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles</u> ; the impact of scientific and technological advances on society and on the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; <u>communities and the relationships within and between them</u> ; access to equal opportunities; peace and conflict resolution.
<b>Central Idea</b>	Families define and shape who we are	Journeys can lead to new opportunities	People express feelings in different ways for different reasons	The journey of food from farms to our tables involves different people and processes	Light and sound help people experience their world	Animals and people interact in different ways in different contexts
<b>Lines of Inquiry</b>	<b>Similarities</b> and Differences between families (Form) <b>My</b> family influences who I am (Connection) <b>Responsibilities</b> within a family (Responsibility)	<b>Types</b> of journeys people make and their purpose (Form) <b>How</b> transportation influences our journeys (Causation) <b>Changes</b> that happened because of	<b>Emotions</b> that we feel with different experiences (Form) <b>Different</b> art forms can be used to communicate and express emotions, beliefs and values (Connection)	<b>The</b> importance of farming (Causation) <b>From</b> farm to market (Connection) <b>Making</b> responsible choices when buying and consuming food (Responsibility)	<b>Sounds</b> around us (Form) <b>Light</b> as a source of energy (Causation) <b>Ways</b> in which light and sound affect our lives (Function)	<b>The</b> different roles animals play in people's lives (Function) <b>Suitability</b> of particular animals for specific functions (Causation)

		making a journey (Change)	<b>Using</b> emotions in role play (Perspective)			<b>Our</b> responsibility for the well being of animals (Responsibility)
<b>Key Concepts</b>	Form Connection Responsibility	Form Causation Change	Connection Form Perspective	Causation Connection Responsibility	Form Causation Function	Function Causation Responsibility
<b>UN SDG</b>	3. Good health and well being	4. Quality Education		2. Zero hunger 12. Responsible production and consumption 15. Life on Land	9. Industry, Innovation and Infrastructure	15. Life on Land
<b>Related Concepts</b>	Behaviours Role	Environment Modes of transportation Community	Feelings Emotion Art Experiences	Interdependence Systems Geography Production Transportation	Forms of energy Transformation of energy Technological advances	Conservation Interdependence
<b>Learner Profile Attributes</b>	Principled Caring Communicator	Inquirer Risk Taker Open minded	Reflective Balanced Communicator	Knowledgeable Thinker Reflective	Inquirer Risk Taker Knowledgeable	Balanced Thinker Caring
<b>ATL Skills</b>	<b>Communication:</b> Non verbal, Viewing and Presenting <b>Social:</b> Group decision making, Cooperating, Respecting others, <b>Self Management:</b> Safety, Spatial awareness	<b>Research:</b> Formulating questions, Observing, Planning <b>Self Management:</b> Spatial awareness, Organisation <b>Communication:</b> Listening, Speaking, Interpreting	<b>Communication:</b> Exchanging, Information skills, Listening, Speaking <b>Social:</b> Accepting responsibility, Cooperating <b>Thinking</b> :Creative thinking	<b>Research:</b> Formulating questions, Observing, Planning <b>Social:</b> Accepting responsibility, Cooperating <b>Thinking:</b> Acquisition of knowledge	<b>Research:</b> Formulating questions, Observing, Planning <b>Thinking:</b> Creative thinking, New perspectives <b>Self Management:</b> States of mind, Mindfulness	<b>Social:</b> Accepting responsibility, Respecting others <b>Thinking:</b> Comprehension, Application, Analysis <b>Research:</b> Collecting and organising data
<b>Subject Focus</b>	PSPE, Maths, English	PSPE, Maths, English <b>Social Studies:</b>	PSPE, Maths, English	PSPE, Maths, English	PSPE, Maths, English	PSPE, Maths, English <b>Science:</b> Living things

	<b>Social Studies:</b> Social Organisation and Culture	Continuity and change through time	<b>Art:</b> Creating and Responding	<b>Social Studies:</b> Human systems and economic activities; Human and natural environments	<b>Science:</b> Forces and energy	
--	--	------------------------------------	-------------------------------------	--	-----------------------------------	--



## Grade 2 POI 2023-2024

TD Themes	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
<b>Theme Descriptor</b>	Inquiry into the nature of the self; beliefs and values; <u>personal, physical, mental, social and spiritual health</u> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	<u>Inquiry into orientation in place and time; personal histories</u> ; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<u>Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<u>Inquiry into the interconnectedness of human-made systems and communities</u> ; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	<u>Inquiry into the natural world and its laws</u> ; 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.	<u>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things</u> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central Idea</b>	Making balanced choices about daily routines enables us to have a healthy lifestyle	People use a variety of tools and processes to learn about and record their past and present	Stories can take on different forms and be told in many ways to communicate meaning and emotion	Signs and symbols help us organise life	Earth's systems change constantly and affect the way living things thrive	Water is essential to life, and is a limited resource for many people
<b>Lines of Inquiry</b>	Daily habits and routines (hygiene, sleep, play, eating) (Function) <b>Making</b> balanced choices (Causation) <b>Consequences</b> of choices (Connection)	<b>Uncovering</b> our personal histories through stories (Change) <b>Tools</b> and processes for exploring our past (Form)	<b>Elements</b> of Fairy Tales (Form) <b>Different</b> cultural interpretations of literature (Perspective) <b>Telling /Acting</b> out stories (Causation)	<b>Signs</b> and symbols in the environment (Form) <b>Signs</b> and symbols help us to communicate (Function)	<b>Living</b> in the different climate zones on earth (Connection) <b>Climate</b> change (Change) <b>Interaction</b> between climate and human	<b>Sources</b> of water and how water is used (Connection) <b>Distribution</b> and availability of usable water (Perspective)

		<b>Recording</b> and documenting our present (Function)		<b>Importance</b> of signs and symbols (Connection)	activity (Responsibility)	<b>Responsibilities</b> regarding water (Responsibility)
<b>Key Concepts</b>	Function Causation Connection	Change Form Function	Form Perspective Causation	Connection Form Function	Change Connection Responsibility	Connection Perspective Responsibility
<b>UN SDG</b>	3. Good health and well being 2. Zero Hunger	4. Quality Education		11. Sustainable cities 16. Peace, Justice and Strong Institutions	13. Climate Change	6. Clean Water 11. Sustainable Cities and Communities
<b>Related Concepts</b>	Identity Relationship	History Culture Identity Characteristics Documentation Tradition	Stories Expressions Presentation Appreciation	Communication	Transformation Weather Climate	Characteristics Relationships Needs
<b>Learner Profile Attributes</b>	Balanced Inquirer Thinker	Communicator Reflective Thinker	Knowledgeable Communicator Open Minded	Inquirer Knowledgeable Reflective	Risk Taker Caring Principled	Principled Caring Balanced
<b>ATL Skills</b>	<b>Self Management:</b> Fine motor skills, Spatial awareness <b>Social:</b> Respecting others, Cooperating <b>Communication:</b> Listening, Speaking, Interpreting	<b>Thinking:</b> Analysing, Evaluating <b>Communication:</b> Using ICT skills to gather, Investigate and Communicate <b>Research:</b> Data gathering, Recording	<b>Thinking:</b> Creative thinking, Considering new perspectives <b>Communication:</b> Literacy skills, Reading, Writing <b>Social:</b> Develop positive interpersonal relationships, Collaboration skills, Self control	<b>Thinking:</b> Acquisition of knowledge, Comprehension <b>Communication:</b> Listening, Speaking, Interpreting, <b>Self Management:</b> Organisation, Managing time and tasks	<b>Thinking:</b> Analysing, Evaluating <b>Research:</b> Data gathering, Recording, Synthesizing, Interpreting <b>Communication:</b> Using technology to gather, Investigate Information	<b>Thinking:</b> Critical thinking, Analysis and Evaluation <b>Research:</b> Data gathering, Recording, Interpreting <b>Self Management:</b> Time and Task management
<b>Subject Focus</b>	PSPE, Maths, English	PSPE, Maths, English	PSPE, Maths, English	:PSPE, Maths, English	PSPE, Maths, English	PSPE, Maths, English

	<b>Science:</b> Living things <b>Social Studies:</b> Social Organisation and culture	<b>Social Studies:</b> Social organisation and culture; Continuity and change through time	<b>Art:</b> Creating and Responding	<b>Social Studies:</b> Social organisation and culture; Human systems and economic activities	<b>Science:</b> Earth and Space <b>Social Studies:</b> Continuity and change through time Human and Natural Environment	<b>Science:</b> Living things Earth and Space
--	---	---	-------------------------------------	--	---	--

**Grade 3 POI 2023-2024**

TD Themes	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
<p><b>Theme Descriptor</b></p>	<p><u>Inquiry into the nature of the self; beliefs and values;</u> 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>Inquiry into orientation in place and time; personal histories; homes and journeys; <u>the discoveries, explorations and migrations of humankind;</u> the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><u>Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</u> the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><u>Inquiry into the interconnectedness of human-made systems and communities;</u> the structure and function of organisations; <u>societal decision-making;</u> economic activities and their impact on humankind and the environment.</p>	<p><u>Inquiry into the natural world and its laws;</u> the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles;</u> <u>the impact of scientific and technological advances on society and on the environment.</u></p>	<p>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; <u>communities and the relationships within and between them;</u> access to equal opportunities; peace and conflict resolution.</p>
<p><b>Central Idea</b></p>	<p>Understanding different ways of learning enables people to respond to their own learning needs as well as those of others</p>	<p>Exploration causes change to people and places</p>	<p>People express cultural and traditional beliefs through celebrations</p>	<p>Communities function more effectively when rules and routines are shared with all members</p>	<p>Energy can be converted, transformed and used to support human progress</p>	<p>Exploring Space broadens our understanding of the universe and inspires curiosity</p>
<p><b>Lines of Inquiry</b></p>	<p><b>How</b> people construct knowledge (Function) <b>Different</b> learning styles (Perspective) How learning styles impact the way people engage in a</p>	<p><b>The</b> reasons for exploration (historical and personal) (Change) <b>Risks</b> of exploration and discovery (Causation)</p>	<p><b>How</b> do people celebrate in different cultures? (Function) <b>Different</b> types of celebrations in Oman and other parts of the world (Form) <b>Express</b> myself</p>	<p><b>What</b> does it mean to be a good citizen (Connection) <b>Purpose</b> of rules and routines (Causation) <b>Reaching</b> agreement (Responsibility)</p>	<p><b>Different</b> forms of energy (Form) <b>How</b> is energy used? (Function) <b>Sustainable</b> energy practices (Responsibility)</p>	<p><b>The</b> different forms and characteristics of celestial bodies (Form) <b>The</b> connection between Earth and other celestial bodies (Connection)</p>

	learning community (Causation)	<b>Changes</b> resulting from exploration (Perspective)	through celebration (Perspective)			<b>How</b> technological advancement has changed our understanding of the universe (Change)
<b>Key Concepts</b>	Function Perspective Causation	Change Causation Perspective	Function Form Perspective	Connection Causation Responsibility	Form Function Responsibility	Form Connection Change
<b>UN SDG</b>	4. Quality Education 10. Reduced Inequalities 17. Partnerships for goals	9. Industry Innovation & Infrastructure	4. Quality Education 10. Reduced Inequalities	16. Peace, Justice & Strong institutions 17. Partnerships for goals	7. Affordable & Clean Energy 12. Responsible Consumption & Production	4. Quality Education 9. Industry Innovation & Infrastructure
<b>Related Concepts</b>	Nutrition	Location Exploration	Festivals Oman celebrations History of festivals	Community System	Transformation Conservation	Seasons Climate Atmosphere Gravity Technological advances
<b>Learner Profile</b>	Thinker Balanced Reflective	Risk Taker Communicator Principled	Caring Knowledgeable Open minded	Balanced Reflective Caring	Inquirer Risk Taker Thinker	Communicator Inquirer Open minded
<b>ATL Skills</b>	<b>Self Management:</b> Spatial awareness, Organising time and tasks <b>Social:</b> Accepting responsibility, respecting others, <b>Thinking</b> -creative thinking-new perspectives	<b>Social:</b> Collaboration skills, Self control <b>Self Management:</b> States of mind, Mindfulness, Perseverance, Self motivation <b>Research:</b> Planning, Collecting and Recording data	<b>Research:</b> Collecting, Recording, Organising data <b>Social:</b> Respecting others, Cooperating <b>Communication:</b> ICT skills, Using technology	<b>Communication:</b> Listening, Speaking, Interpreting <b>Social:</b> Accepting responsibility, Respecting others, Cooperating <b>Self Management:</b> Organising time and	<b>Research:</b> Observing, Planning, Collecting data <b>Thinking:</b> Acquisition of knowledge, Critical thinking <b>Self Management:</b> Safety, Organising time and tasks	<b>Thinking:</b> Critical thinking, Analysis, Evaluation <b>Research:</b> Organising, Interpreting, Presenting data <b>Communication:</b> ICT skills, Using technology

				tasks, Codes of behaviour		
<b>Subject Focus</b>	PSPE, Maths, English <b>Social Studies:</b> Social organisation and culture	PSPE, Maths, English <b>Social Studies:</b> Continuity and change through time, Human and natural environments	PSPE, Maths, English <b>Social Studies:</b> Social organisation and culture	PSPE, Maths, English <b>Social Studies:</b> Human Systems and economic activities Social organisation and culture	PSPE, Maths, English <b>Science:</b> Forces and Energy	PSPE, Maths, English <b>Science:</b> Earth and Space, Forces and Energy

## Grade 4 POI 2023-2024

TD Themes	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
<b>Theme Descriptor</b>	Inquiry into the nature of the self; <u>beliefs and values</u> ; personal, physical, mental, social and spiritual health; human relationships including families, friends, <u>communities and cultures</u> ; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, <u>explorations and migrations of humankind</u> ; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <u>the ways in which we reflect on, extend and enjoy our creativity</u> ; our appreciation of the aesthetic.	<u>Inquiry into the interconnectedness of human-made systems and communities</u> ; <u>the structure and function of organisations</u> ; societal decision-making; economic activities and their impact on humankind and the environment.	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; <u>the impact of scientific and technological advances on society and on the environment</u> .	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; <u>communities and the relationships within and between them</u> ; access to equal opportunities; peace and conflict resolution.
<b>Central Idea</b>	Cultural identity is influenced by customs and traditions	Human migration is a response to challenges, risks and opportunities	We can influence others with our creativity	People create organisations and systems to prevent and face natural disasters	Machines make our life easier and simpler	Ecosystems strive to maintain balance in the environment to ensure sustainability
<b>Lines of Inquiry</b>	Customs and traditions of communities (Form) <b>Stories</b> , music, art and dance of different cultures	<b>The</b> reasons why people migrate (Causation) <b>Migration</b> throughout history (Change)	<b>Creativity</b> and the creative process (Form) <b>The</b> impact of persuasion on different audiences (Perspective)	<b>How</b> natural disasters happen (Causation) <b>Impact</b> of natural disasters (Function) <b>Safety</b> procedures and measures to be taken for natural	<b>Different</b> types of machines (Form) <b>The</b> work of simple machines (Function) <b>We</b> reduce the effort required to complete a task by assembling	<b>Connection</b> of biotic and abiotic factors in the ecosystem (Connection) <b>Natural</b> and manmade factors contributing to

	affect cultural identity (Connection) <b>We</b> perceive the relevance of other people's customs and traditions (Perspective)	<b>Effects</b> of migration on communities (Perspective)	<b>How</b> the creative process can lead to action (Connection)	disaster events (Responsibility)	together different simple machines (Causation)	imbalance in the environment (Change) <b>Preservation</b> and redevelopment of ecosystems to maintain balance (Responsibility)
<b>Key Concepts</b>	Form Connection Perspective	Causation Change Perspective	Form Perspective Connection	Causation Function Responsibility	Form Function Causation	Connection Change Responsibility
<b>UN SDG</b>	16. Peace, Justice and Strong Institutions	1. No poverty 2. Zero Hunger 4. Quality Education 10. Reducing Inequalities 16. Peace, Justice and Strong Institutions		11. Sustainable cities & communities 13. Climate Action 15. Life on Land	9. Industry, Innovation and Infrastructure	12. Responsible Consumption 13. Climate Action 14. Life below Water 15. Life on Land
<b>Related Concepts</b>	Diversity	Population Settlement	Religions Beliefs Diversity	Environment Systems Community	Work Force Movement	Lifestyle Resources
<b>Learner Profile</b>	Open minded Knowledgeable Caring	Caring Risk Taker Principled	Open minded Communicator Reflective	Risk Taker Thinker Caring	Knowledgeable Thinker Inquirer	Principled Balanced Reflective
<b>ATL Skills</b>	<b>Social:</b> Develop positive interpersonal relationships, Collaboration skills, Self control <b>Self Management:</b> Organisational skills, Time and tasks	<b>Communication:</b> Exchanging information, ICT skills, Using technology <b>Social:</b> Cooperating, Resolving conflict	<b>Social:</b> Cooperating, Making group decision making <b>Communication:</b> Listening, Speaking, Interpreting	<b>Communication:</b> ICT skills, Using technology <b>Thinking:</b> Critical thinking, Analysis, Evaluation <b>Social:</b> Cooperating, Resolving conflict	<b>Self Management:</b> Organisational skills, Time and tasks <b>Thinking:</b> Application, Synthesis	<b>Communication:</b> Listening, Speaking, Interpreting <b>Research:</b> Organising, Interpreting data, Present findings



	<b>Thinking:</b> Creative thinking, new perspective		<b>Research:</b> Collecting, Recording, Organising data	<b>Research:</b> Organising and interpreting data, Presenting research findings		<b>Self Management:</b> Organising time and tasks
<b>Subject Focus</b>	PSPE, Maths, English <b>Social Studies:</b> Social organisation and culture	PSPE, Maths, English <b>Social Studies:</b> Continuity and change through time	PSPE, Maths, English <b>Art:</b> Visual Art- Creating and Responding	PSPE, Maths, English <b>Social Studies:</b> Human and natural environments <b>Science:</b> Earth and space	PSPE, Maths, English <b>Science:</b> Forces and energy	PSPE, Maths, English <b>Science:</b> Living things; Earth and space

## Grade 5 POI 2023-2024

TD Themes	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
<b>Theme Descriptor</b>	Inquiry into the nature of the self; beliefs and values; <u>personal, physical, mental, social and spiritual health</u> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <u>the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</u> .	<u>Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<u>Inquiry into the interconnectedness of human-made systems and communities</u> ; the structure and function of organisations; societal decision-making; <u>economic activities and their impact on humankind and the environment</u> .	Inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles</u> ; the impact of scientific and technological advances on society and on the environment.	<u>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things</u> ; communities and the relationships within and between them; <u>access to equal opportunities</u> ; peace and conflict resolution.
<b>Central Idea</b>	The effective interactions between human body systems contribute to health and survival	Evidence of past civilisation can be used to make connection to present day societies	We can express ourselves responsibly in the digital world.	The organisation of marketplaces reflects the needs and wants of communities	The fact that materials can undergo permanent/ temporary change poses challenges and provides benefits for the society and environment	Children worldwide encounter a range of challenges, risks and opportunities

<b>Lines of Inquiry</b>	<p><b>Body</b> systems and how they work (Form)  <b>How</b> body systems are interdependent (Connection)  <b>Impact</b> of lifestyle choices on the body (Change)</p>	<p><b>Characteristics</b> of civilisations and societies (Form)  <b>Connections</b> between past and present (Change)  <b>Implications</b> for the future (Connection)</p>	<p><b>The</b> elements of digital citizenship (Form)  <b>The</b> consequences of our actions in a virtual society (Causation)  <b>Ways</b> to express ourselves digitally (Connection)</p>	<p><b>The</b> needs and wants of communities determine how marketplaces are organised (Change)  <b>Developing</b> services and selling products meet the needs and wants of local communities (Responsibility)  <b>Responsible</b> consumers can change the way marketplace function (Function)</p>	<p><b>Nature</b> of physical and chemical changes (Form)  <b>Practical</b> applications and implications of changes in materials (Function)  <b>Ethical</b> standards associated with manufacturing processes and by-products (Responsibility)</p>	<p><b>Challenges</b>, risks and opportunities that children encounter (Causation)  <b>Children’s</b> response to challenges, risks and opportunities (Perspective)  <b>Roles</b> of individuals and organisations to protect children from risk (Responsibility)</p>
<b>Key Concepts</b>	Form Connection Change	Form Change Connection	Connection Causation Form	Change Responsibility Function	Form Function Responsibility	Causation Perspective Responsibility
<b>UN SDG</b>	3. Good Health & Well being 4. Quality Education	11. Sustainable Cities & Communities	4. Quality Education 5. Gender Equality 10. Reduced Inequalities	12. Responsible Consumption & production	12. Responsible Consumption & production 17. Partnership for the goals	1.No Poverty 2. Zero Hunger 4. Quality Education 10. Reduced Inequalities 16. Peace & Justice
<b>Related Concepts</b>	Organisation Sequence Property	Continuity Progress Difference	Digital communication	Consumption	Transformation Measurement	Consequences Rights Equality Challenges
<b>Learner Profile</b>	Balanced Reflective Knowledgeable	Balanced Inquirer Knowledgeable	Caring Communicator, Open Minded	Reflective, Principled Thinkers	Inquirer Communicator Thinker	Caring Principled Risk taker

<b>ATL Skills</b>	<b>Thinking:</b> Critical thinking, Analysing, Evaluating <b>Self Management:</b> Managing time and tasks, Mindfulness, Self motivation <b>Research:</b> Collecting, Recording, Organising, Interpreting, Presenting data	<b>Social:</b> Develop positive interpersonal relationships, Collaboration skills <b>Communication:</b> Listening, Speaking, Interpreting <b>Research:</b> Collecting, Recording, Organising, Interpreting, Presenting data	<b>Social:</b> Cooperating, Resolving conflicts, Making group decisions <b>Communication:</b> Literacy skills, Reading, Writing, Viewing, Presenting <b>Research:</b> Ethical use of media	<b>Thinking:</b> Creative thinking, New perspectives <b>Social:</b> Making group decisions, Adopting a variety of group roles <b>Communication:</b> ICT skills, Using technology	<b>Thinking:</b> Synthesis and evaluation <b>Communication:</b> Exchanging, Information skills, Listening, Speaking, Interpreting <b>Research:</b> Collecting, Recording, Organising, Interpreting, Presenting data	<b>Thinking:</b> Synthesis and evaluation <b>Self Management:</b> Codes of behaviour, Informed choices <b>Research:</b> Collecting, Recording, Organising, Interpreting, Presenting data
<b>Subject Focus</b>	PSPE, Maths, English <b>Science:</b> Living Things	PSPE, Maths, English <b>Social Studies:</b> Human Systems and economic activities; Social organisation and culture, Continuity and change through time	PSPE, Maths, English <b>Science:</b> Forces and energy <b>Social Studies:</b> Social organisation and culture	PSPE, Maths, English <b>Science:</b> Earth and Space <b>Social Studies:</b> Human Systems and economic activities, Resources and the environment	PSPE, Maths, English <b>Science:</b> Materials and matter	PSPE, Maths, English <b>Social Studies:</b> Human and natural environments

## Grade 6 POI 2023-2024

TD Themes	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
<b>Theme Descriptor</b>	Inquiry into the nature of the self; <u>beliefs and values</u> ; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <u>the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</u>	Inquiry into the ways in which <u>we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we reflect on, extend and enjoy our creativity; <u>our appreciation of the aesthetic.</u>	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; <u>societal decision-making</u> ; economic activities and their impact on humankind and the environment.	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; <u>the impact of scientific and technological advances on society and on the environment.</u>	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; <u>peace and conflict resolution.</u>
<b>Central Idea</b>	Choice of role models reflects the beliefs and values of individuals and societies	Throughout history people seek different approaches to survive hardships	Art is the reflection of our belief, religion, culture, values and politics	Governments' decisions play a role in how citizens experience life	Understanding of scientific knowledge is constantly evolving and has an impact on people's lives	Reaching a resolution during periods of moments of conflicts is influenced by the actions and reactions of all involved.
<b>Lines of Inquiry</b>	<b>What</b> determines our beliefs and values (Causation) <b>How</b> and why role models are chosen (Perspective) <b>Influence</b> of role models on our	<b>Significant</b> pandemics throughout history (Form/Function) <b>Consequences</b> of the spread of pandemics (Causation)	<b>Culture</b> , values, politics and beliefs (Form) <b>Different</b> types of art in the world (Function)	<b>Governance</b> systems and processes (Form) <b>How</b> governance affects individuals and groups in society (Function)	<b>What</b> leads to advances in scientific knowledge and understanding (Change) <b>The</b> role of technology in scientific	<b>Causes</b> of conflict (local and global) (Causation) <b>Strategies</b> used to resolve conflicts (Perspective) <b>Consequences</b> of resolutions

	choices and actions (Connection)	<b>Approaches</b> to survive a pandemic (Responsibility)	<b>Effects</b> of culture, values and politics (Perspective)	<b>Rights</b> and responsibilities (Responsibility)	understanding (Connection) <b>Effects</b> of scientific advances on people and the environment (Responsibility)	(Responsibility)
<b>Key Concepts</b>	Causation, Perspective, Connection	Form Causation Responsibility	Form Function Perspective	Form, Function Responsibility	Change Connection Responsibility	Causation Perspective Responsibility
<b>UN SDG</b>	5. Gender Equality 16 Peace, Justice & Strong Institutions	3. Good Health & Well being 4. Quality Education 10. Reduced Inequalities 16. Peace, Justice & Strong Institutions	16. Peace, Justice & Strong Institutions	16. Peace, Justice & Strong Institutions	4. Quality Education 9. Industry, Innovation, Infrastructure	4. Quality Education 5. Gender Equality 16 Peace, Justice & Strong Institutions
<b>Related Concepts</b>	Identity Opinion Values Choice	Survival Consequences	Beliefs Religion Culture	Action Choice Organisation Structure Law Fundamental rights Citizenship	Ingenuity Ethics Progress Sustainability	Peace Reconciliation Exploitation Grief
<b>Learner Profile</b>	Inquirer Thinker Principled	Inquirer Knowledgeable Caring Risk Taker	Open minded Thinker Reflective	Communicator Principled Balanced	Knowledgeable Open minded Risk Taker	Balanced Caring Communicator Reflective
<b>ATL Skills</b>	<b>Communication:</b> Writing literacy <b>Thinking:</b> Creative thinking	<b>Social:</b> Interpersonal relationships <b>Thinking:</b> Reflection and Metacognition <b>Research:</b>	<b>Social:</b> Social and Emotional Intelligence <b>Communication:</b> Literacy writing	<b>Thinking:</b> Critical thinking, Formulating decisions	<b>Thinking:</b> Critical thinking Formulating decisions	<b>Self Management:</b> States of mind, Self motivation <b>Thinking:</b> Creative thinking,

	<b>Research:</b> Information literacy, Evaluating and communicating	Information and Literacy, Formulating and planning	<b>Self Management:</b> Organisation, Managing time and self	<b>Communication:</b> Exchanging information, Interpreting <b>Research:</b> Information literacy, Gathering and documenting	<b>Communication:</b> Exchanging information <b>Research:</b> Ethical use	Generating novel ideas <b>Research:</b> Information Gathering and documenting
<b>Subject Focus</b>	PSPE, Maths, English <b>Social Studies:</b> Social Organisation and culture	PSPE, Maths, English <b>Science:</b> Living Things <b>Social Studies:</b> Human and natural environments	PSPE, Maths, English <b>Social Studies:</b> Social Organisation and culture	PSPE, Maths, English <b>Social Studies:</b> Human systems and economic activities; Social organisation and culture	PSPE, Maths, English <b>Science:</b> Materials and matter	PSPE, Maths, English <b>Social Studies:</b> Human systems and economic activities, Continuity and change through time