

Programme of Inquiry 2026-27 Grade: EY - 1						
Transdisciplinary Themes	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
	An inquiry into identity as individuals and as part of a collective through *physical, emotional, and spiritual health and well-being * relationships and belonging * learning and growing	An inquiry into histories and orientation in place, space, and time through: * periods, events, and artifacts * communities, heritage, culture, and environment * natural and human drivers of movement, adaptation, and transformation	An inquiry into the diversity of voice, perspectives, and expression through: *inspiration, imagination, creativity * personal, social, and cultural notes and practices of communications * intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: * patterns, cycles, systems * diverse practices, methods, and tools * discovery, design, innovation	An inquiry into systems, structures, and networks through: *interactions with and between social and ecological systems * approaches to livelihoods and trade practices: intended and unintended consequences * representation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: *rights, responsibilities, and dignity of all *pathways to just, peaceful, and reimagined futures *nature, complexity, coexistence, and wisdom
EY.1	Central Idea:	Central Idea:	Central Idea	Central Idea:	Central Idea:	Central Idea:
	Exploring, Learning and Growing through Play		Colours help us understand, describe and enjoy our surroundings		Learning together may help to share and take turns	Exploring and Caring for Our Natural World
	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:
	LOI 1:Types of play LOI 2 : Outdoor play and nature exploration LOI 3:Benefits of play		LOI 1 : Exploring different colours and textures around us LOI 2 : Mixing two colors can create a new color LOI 3: Colors in our environment shape imagination and creativity		LOI: 1 - Importance of sharing LOI 2:Learning to be patient and wait for turns LOI 3: Expressing our feelings and understanding others' feelings	LOI 1: Exploring nature. LOI 2: Discovering patterns in nature. LOI 3:Being caring towards nature
	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:
	Form, Connection, Function		Form, Change , Causation		Function, Connection, Perspective	Form, Change, Responsibility
	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:
	Systems, Interdependence		Properties, Experimentation		Interdependence, Values, Identity	Structure, Environment, Sustainability
	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:
	Reflective , Communicator, Balanced		Inquirer, Thinker , Risk taker		Principled, Open minded ,Caring	Inquirer, Knowledgeable, Caring
	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:
	Social Skills: collaboration		Research skills:Exploring, gather information		Social Skills: socio-emotional intelligence	Research skills: Collecting Data
	Self Management Skills: organisation		Thinking skills- Creative		Self management skills: States of mind	Thinking skills: critical thinking
					Communication skills	
	Subject Focus :	Subject Focus :	Subject Focus:	Subject Focus:	Subject Focus:	Subject Focus:
	Social Studies		Science		Social Studies	Science
	Strand : Interconnected Places, Spaces, and Relationships		Strand : Physical and Chemical Science		Strand : Critical Global Citizenship and Culture	Strand : Earth and Space
	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration

	Language, Visual Arts, PSPE		Language, Visual Arts		Language, performing arts, visual arts	Language, visual Arts, Performing Arts, PSPE
	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:
	13th April to 17 July		20th July to 1st October		5 October to 18th December	21st December to 13th March
	Sequence 1		Sequence 2		Sequence 3	Sequence 4

Concept Tally							
	Form	Function	Causation	Change	Connection	Perspective	Responsibility
EY1	3	2	1	2	2	1	1

Learner Profile Tally										
	Inquirer	Knowledgeable	Thinkers	Communicators	Principled	Open-Minded	Caring	Risk Takers	Balanced	Reflective
EY1	2	1	1	1	1	1	2	1	1	1

ATL Skill Tally					
	Thinking Skill	Communication Skills	Social Skills	Research skill	Self-Management
EY1	2	1	2	2	2
Subject Integration Tally					
	1				1
Science/Social Science Tally					
1				1	

SDG Tally			
Who we are	How we express ourselves	How we organize ourselves	Sharing the planet
SDG 1 Good Health/Well Being	SDG 4 – Quality Education	SDG 3- Good Health/Well Being	SDG 15 – Life on Land

Programme of Inquiry 2026-27 Grade: EY - 2						
Transdisciplinary Themes	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
	An inquiry into identity as individuals and as part of a collective through *physical, emotional, and spiritual health and well-being * relationships and belonging * learning and growing	An inquiry into histories and orientation in place, space, and time through: * periods, events, and artifacts * communities, heritage, culture, and environment * natural and human drivers of movement, adaptation, and transformation	An inquiry into the diversity of voice, perspectives, and expression through: *inspiration, imagination, creativity * personal, social, and cultural notes and practices of communications * intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: * patterns, cycles, systems * diverse practices, methods, and tools * discovery, design, innovation, possibilities, and impacts	An inquiry into systems, structures, and networks through: *interactions with and between social and ecological systems * approaches to livelihoods and trade practices: intended and unintended consequences * representation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: *rights, responsibilities, and dignity of all *pathways to just, peaceful, and reimagined futures *nature, complexity, coexistence, and wisdom
	The way I look and interact make me unique.		Understanding emotions may help individuals to express		Transport system has changed over time to adapt to people's needs.	Exploring the animal world help us understand them better.
	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:
EY2	LOI 1:Knowing myself LOI 2:Myself and others LOI 3 :Taking care of ourselves		LOI 1: Types of Emotions LOI 2:Identifying Emotions LOI 3: Managing Emotions		LOI- 1: Different types of transport. LOI-2: Importance of transport LOI-3: Ways transport has changed over time.	LOI 1 : Different animals around us LOI 2: What animals need and how they live LOI 3: Caring for animals
	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:
	Form, Connection, Function		Form, Perspective, Responsibility		Function, Causation,Change	Form,Function,Responsibility
	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:
	Structure, Interaction, Systems		Beliefs, Values, Identity		Structure, System,Progress	Classification, Environment ,Safety
	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:
	Principled,Thinker, Balanced		Reflective ,Risk - taker, Open-minded		Inquirer,Thinker, Knowledgeable	Thinker, Communicator, Caring
	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:
	Self Management skill - States of mind : Developing resilience,motivation and mindfulness & Thinking skills - Critical thinking		information skills) Self Management skills - Organization Social Skills		Research skills - Information literacy Communication skills Listening,speaking,reading,writing,pre senting	Reseach skills - Information literacy Thinking skills - critical thinking
	Subject Focus :	Subject Focus :	Subject Focus :	Subject Focus:	Subject Focus:	Subject Focus:
	Science		Social Studies		Social Studies	Science

	Strand : Living Things	Subject Strands:	Strand : Critical Global Citizenship and Culture	Science Strand: Social Studies strand:	Strand : Continuity and Change for Reimagined Futures	Strand : Living Things
	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration
	Language PSPE		Language, Arts		PSPE, Math	Language, PSPE
	Sequence - 1	Sequence -	Sequence - 2	Sequence -	Sequence - 3	Sequence - 4
	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:
	13th April to 17 July		20th July to 1st October		5 October to 18th December	21st December to 13th March
	SDG 1 Good Health/Well Being	SDG	SDG-4 Quality Education	SDG -13 Climate Action	SDG : SDG 11- Sustainable cities and communities	SDG -15 Life on Land

Concept Tally

	Form	Function	Causation	Change	Connection	Perspective	Responsibility
EY 2	3	3	1	1	1	1	2

Learner Profile Tally

Inquirer	Knowledgeable	Thinkers	Communicators	Principled	Open-Minded	Caring	Risk Taker	Balanced	Reflective
1	1	3	1	1	1	1	1	1	1

ATL Skill Tally

EY 2	Thinking Skill	Communication Skills	Social Skills	Research skill	Self-Management
	2	2	1	2	2

Subject Integration Tally - Science

1					1
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Subject Integration Tally - S.Studies

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SDG Tally

Who we are	How we express ourselves	How we organize ourselves	Sharing the planet
SDG 1 Good Health/Well Being	SDG-4 Quality Education	SDG : SDG 11- Sustainable cities and communities	SDG -15 Life on Land

Programme of Inquiry 2026-27 Grade: EY - 3						
Transdisciplinary Themes	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
	An inquiry into identity as individuals and as part of a collective through * physical, emotional, and spiritual health and well-being * relationships and belonging * learning and growing	An inquiry into histories and orientation in place, space, and time through: * periods, events, and artifacts * communities, heritage, culture, and environment * natural and human drivers of movement, adaptation, and transformation	An inquiry into the diversity of voice, perspectives, and expression through: * inspiration, imagination, creativity * personal, social, and cultural notes and practices of communications * intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: * patterns, cycles, systems * diverse practices, methods, and tools * discovery, design, innovation, possibilities, and impacts	An inquiry into systems, structures, and networks through: * interactions with and between social and ecological systems * approaches to livelihoods and trade practices: intended and unintended consequences	An inquiry into the interdependence of human and natural worlds through: * rights, responsibilities, and dignity of all * pathways to just, peaceful, and reimagined futures * nature, complexity, coexistence, and wisdom
EY3	Understanding ourselves help us make choices for our well being		Celebrations may reflect culture and traditions.	The solar system is a part of the larger universe.		Plants are essential for life.
	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:
	1.How we use different parts of our body 2. Our senses 3. Ways to stay healthy		1. Types of celebrations 2. Celebrations differ around the world 3. Expressing through celebrations	1.Characteristics of the planets 2. Importance of Solar system 3. Position and movement		1.Plants around us 2. The role of plants in supporting life 3. Our responsibility towards plants
	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:
	Connection, Function, Responsibility		Form, Perspective, Connection	Form, Function, Change		Form, Causation, Responsibility
	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:
	Interdependence, Systems, Safety		Heritage, Culture, Beliefs, Values	Structure, Process		Properties, Exploration, Human impact, Sustainability
	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:
	Balanced, Knowledgeable, Caring		Communicator, Open-minded, Risk taker	Inquirer, Thinker, Knowledgeable		Caring, Reflective, Principled
	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:
	Thinking Skills (Critical thinking) Self-management (Organisation)		Social Skills-Accepting responsibility Communication skills-Listening, speaking & reading	Research Skills-Formulating questions, Observing and analysing Thinking Skills-Acquisition of knowledge, Application		Research Skills-Collecting data, recording data, interpreting data Thinking skills-Acquisition of knowledge, analysis Self management skills-Code of behaviour, informed choices
	Subject Focus :	Subject Focus :	Subject Focus :	Subject Focus:	Subject Focus:	Subject Focus:
	Science		Social Studies	Science		Social Studies & Science
	Strand: Living Things		Strand: Critical Global Citizenship and Culture	Strand: Earth and space		Strand: Interconnected Places, Spaces, and Relationships & Living Things
	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration

	PSPE,Language		Language, Arts,Dance	Math, Music		Language, Arts Math	
	Sequence - 1	Sequence -	Sequence - 2	Sequence - 4		Sequence - 3	
	Time Line:	Time Line:	Time Line:	Time Line:		Time Line:	
	13th April to 17 July		20th July to 1st October	21st December to 13th March		5 October to 18th December	
	SDG 3-Good health and well being		SDG -SDG 4-Quality Education	SDG : 13 Climate Action		SDG : 15-Life on land	

Concept Tally

	Form	Function	Causation	Change	Connection	Perspective	Responsibility
EY 3	3	2	1	1	2	1	2

Learner Profile Tally

	Inquirer	Knowledgeable	Thinkers	Communicators	Principled	Open-Minded	Caring	Risk Taker	Balanced	Reflective
EY 3	1	2	1	1	1	1	2	1	1	1

ATL Skill Tally

EY 3	Thinking Skill	Communication Skills	Social Skills	Research skill	Self-Management
	3	1	1	2	2

Subject Integration Tally - Science

1			1		1
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Subject Integration Tally - S.Science

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SDG Tally

Who we are	How we express ourselves	How we organize ourselves	Sharing the planet
SDG 3-Good health and well being	SDG -SDG 4-Quality Education	SDG : 13 Climate Action	SDG : 15-Life on land

Programme of Inquiry 2026-27 Grade: PYP - 1						
Transdisciplinary Themes	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
PYP1	An inquiry into identity as individuals and as part of a collective through * physical, emotional, and spiritual health and well-being * relationships and belonging * learning and growing	An inquiry into histories and orientation in place, space, and time through: * periods, events, and artifacts * communities, heritage, culture, and environment * natural and human drivers of movement, adaptation, and transformation	An inquiry into the diversity of voice, perspectives, and expression through: * inspiration, imagination, creativity * personal, social, and cultural notes and practices of communications * intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: * patterns, cycles, systems * diverse practices, methods, and tools * discovery, design, innovation, possibilities, and impacts	An inquiry into systems, structures, and networks through: * interactions with and between social and ecological systems * approaches to livelihoods and trade practices: intended and unintended consequences * representation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: * rights, responsibilities, and dignity of all * pathways to just, peaceful, and reimagined futures * nature, complexity, coexistence, and wisdom
	Developing and maintaining relationships can enrich our lives.	Homes are important for people and can change in different ways.	Signs and symbols are often used to communicate ideas and information to people	Seasons can influence the environment and the way we live.	Communities are made up of diverse people who work together to support well-being	Exploring the sources of water may help us understand its efficient usage
	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:
	• Types of relationships	• Types of Homes	• Signs and symbols around us	• Characteristics of seasons	• Characteristics of a community	• Sources of water
	• Need of developing relationships	• Evolution of homes	• Purpose of signs and symbols	• Impact of seasons on life	• Roles and responsibilities within a community	• Role of water in the survival of living beings
	• Attributes to maintain healthy relationships	• Our role in caring for our homes	• How people interpret signs and symbols	• Adaptation to seasonal changes	• Empowering communities	• Ways to manage and conserve water
	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:
	Connection, Causation, Responsibility	Form, Change, Responsibility	Form, Function, Perspective	Form, Causation, Change	Form, Function, Responsibility	Function, Connection, Responsibility
	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:	Other Concepts:
	Relationship, Purpose, Reflection	Properties, Structure, Transformation	Communication, relation, pattern	Structure, Consequences, Patterns,	Roles, Communities	Conservation, Interdependence
	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:
	Caring, Communicator, Balanced	Thinker, Risk-taker, Communicator	Communicator, Reflective, Open-Minded	Inquirers, Thinker, Caring	Knowledgeable, Principled, Open-Minded	Inquirer, knowledgeable, Principled
	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:
	Social skills : Developing positive interpersonal relationships and collaboration	Research skills - information Literacy	Social Skill - developing social emotional intelligence	Thinking skills - Transfer: using knowledge in multiple contexts	Communication skill - Literacy: reading, writing and using language to gather and communicate information	Research skills - information Literacy
	Communication skills : Exchanging information	Thinking skills - Creative thinking	Research skills - information Literacy	Communication skill - Literacy: reading, writing and using language to gather and communicate information	Self - management skills - Organisation : managing time and tasks effectively	Self - management skills - Organisation : managing time and tasks effectively

					Social Skill - developing social emotional intelligence	Thinking Skills - Critical thinking - analysing and evaluating issues and ideas
	Subject Focus :	Subject Focus :	Subject Focus :	Subject Focus:	Subject Focus:	Subject Focus:
	Social Studies	Social Studies/Science	Social Studies	Science	Social Studies	Science
	Strand: Critical Global Citizenship and Culture	Strand: Continuity and change through time & Physical and Chemical Science	Strand: Ways of Knowing and Systems	Strand: Earth and space	Strand: Interconnected Places, Spaces, and Relationships	Strand: Living Things
	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration
	Visual Arts, Performing Arts, PSPE, Language	Visual Arts, Performing Arts	Visual Arts, Performing Arts, PSPE, Language	PSPE, Visual Arts	Performing arts, Language, Math, PSPE	Visual Arts, Language, PSPE
	Sequence - 1	Sequence - 2	Sequence - 5	Sequence - 6	Sequence - 4	Sequence - 3
	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:
	3rd April to 23rd May	30th June to 14th August	3rd December to 23rd January	27th January to 19th March	6th October to 28th November	18th August to 3rd October
	SDG:- SDG-3 Good Health and Well-being	SDG : SDG-11 Sustainable cities and communities	SDG:- 4- Quality Education	SDG :- 12 Responsible consumption and production	SDG : SDG-11 Sustainable cities and communities	SDG : SDG-6 Clean water and sanitation

Concept Tally

	Form	Function	Causation	Change	Connection	Perspective	Responsibility
PYP 1	4	3	2	2	2	1	4

Learner Profile Tally

	Inquirer	Knowledgeable	Thinkers	Communicators	Principled	Open-Minded	Caring	Risk Taker	Balanced	Reflective
PYP 1	2	2	2	3	2	2	2	1	1	1

ATL Skill Tally

PYP 1	Thinking Skill	Communication Skills	Social Skills	Research skill	Self-Management
	3	3	3	3	2

Subject Integration Tally - Science

	1	1	1	1
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Subject Integration Tally - S. Studies

1	1	1	1
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SDG Tally

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
SDG:- SDG-3 Good Health and Well-being	SDG : SDG-11 Sustainable cities and communities	SDG:- 4- Quality Education	SDG :- 12 Responsible consumption and production	SDG : SDG-11 Sustainable cities and communities	SDG : SDG-6 Clean water and sanitation

Programme of Inquiry 2026-27 Grade: PYP - 2						
Transdisciplinary Themes	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
	An inquiry into identity as individuals and as part of a collective through * physical, emotional, and spiritual health and well-being * relationships and belonging * learning and growing	An inquiry into histories and orientation in place, space, and time through: * periods, events, and artifacts * communities, heritage, culture, and environment * natural and human drivers of movement, adaptation, and transformation	An inquiry into the diversity of voice, perspectives, and expression through: * inspiration, imagination, creativity * personal, social, and cultural notes and practices of communications * intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: * patterns, cycles, systems * diverse practices, methods, and tools * discovery, design, innovation, possibilities, and impacts	An inquiry into systems, structures, and networks through: * interactions with and between social and ecological systems * approaches to livelihoods and trade practices: intended and unintended consequences * representation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: * rights, responsibilities, and dignity of all * pathways to just, peaceful, and reimagined futures * nature, complexity, coexistence, and wisdom
	Our choices have an impact on our well - being	Tools evolve over time to meet human needs	People express ideas and feelings through stories.	Various landforms shape Earth's surface through natural processes	Public spaces build a sense of community	Conservation of resources may support in sustainability.
	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:
	Elements of well-being	Evolution of tools	Ways stories are used to communicate emotions	Different landforms of Earth	Different types of public spaces	The impact of human actions on resources
	Role of choices	Reasons why tools are created and developed	Stories develop connections	Formation of landforms	Importance of public places in a community	Resources and their utility over time
	Our responsibility towards well being	Responsible use of tools	Storytelling has its varieties	Interdependence between landforms the environmental changes	Our role towards public places	Different ways people see and protect nature
PYP2	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:
	Form , Causation, Responsibility	Change, Function , Responsibility	Connection, Function, Perspective	Form, Causation, Connection	Form, Connection, Responsibility	Causation, Change , Perspective
	Other Concepts	Other Concepts	Other Concepts	Other Concepts	Other Concepts	Other Concepts
	Conflict, Lifestyle, Consequences , Balance, Well - being	Structure, Transformation, Action	Diversity, Pattern, Creativity	Structure, Transformation, Relationship	Roles, Identity, Commitment	Structure, System, Transformation(Natural Resources, Waste, Efficiency, Renewable)
	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:
	Knowledgeable, Balanced, Reflective	Reflective, Knowledgeable, Principled	Open-minded, Communicator, Risk-taker	Thinker, Inquirer, Risk taker	Communicator, Open-minded, Caring	Inquirer, Balanced, Caring
	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:
	Thinking skills : Reflection and Metacognition	Communication skill - Literacy: reading, writing and using language to gather and communicate information	Thinking skills - Transfer: using knowledge in multiple contexts	Research skills - information Literacy	Social skills : Developing positive interpersonal relationships and collaboration	Thinking skills - Transfer: using knowledge in multiple contexts

	Self – management skills - Organisaton :managing time and tasks effectively	Research skills - information Literacy	Social skills : Developing positive interpersonal relationships and collaboration	Communication skill - Litreacy: reading, writing and using language to gather and comminucate information	Communication skills : Exchanging information	Research skills - information Literacy
	Subject Focus :	Subject Focus :	Subject Focus :	Subject Focus:	Subject Focus:	Subject Focus:
	Science Strands:	Social Studies Strands:	Social Studies Strands:	Science Strands	Social Studies Strands:	Science & Social Studies Strands:
	Strand :Living Things	Strand :Continuity and Change for Reimagined Futures	Strand :Critical Global citizenship and culture	Strand :Earth and Space	Strand: Critical Global Citizenship and Culture	Strand : Earth and Space & Interconnected Places, Spaces, and Relationships
	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration
	PSPE, Yoga, Music, Art, Math	Performing Arts	Language, Performing Arts	Arts, ICT	Arts, ICT	Performing Arts
	Sequence - 1	Sequence - 3	Sequence - 4	Sequence - 6	Sequence - 2	Sequence - 5
	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:
	3rd April to 23rd May	18th August to 3rd October	6th October to 28th November	27th January to 19th March	30th June to 14th August	3rd December to 23rd January
	SDG	SDG	SDG	SDG	SDG :	SDG :
	SDG-3 Good Health and Well-being	SDG-9 Industry, Innovation and Infrastructure	SDG4- Quality Education	SDG-13 Climate Action	SDG-11 Sustainable cities and communities	SDG-15 Life on Land

Concept Tally

	Form	Function	Causation	Change	Connection	Perspective	Responsibility
PYP 2	3	2	3	2	3	2	3

Learner Profile Tally

	Inquirer	Knowledgeable	Thinkers	Communicators	Principled	Open-Minded	Caring	Risk Taker	Balanced	Reflective
PYP 2	2	2	1	2	1	2	2	2	2	2

ATL Skill Tally

PYP 2	Thinking Skill	Communication Skills	Social Skills	Research skill	Self-Management
	3	3	2	3	1

Subject Integration Tally - Science

1			1		1
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Subject Integration Tally - Social Science

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SDG Tally

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
SDG-3 Good Health and Well-being	SDG-9 Industry, Innovation and Infrastructure	SDG4- Quality Education	SDG-13 Climate Action	SDG-11 Sustainable cities and communities	SDG-15 Life on Land

Programme of Inquiry 2026-27 Grade: PYP - 3						
Transdisciplinary Themes	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
PYP3	An inquiry into identity as individuals and as part of a collective through *physical, emotional, and spiritual health and well-being * relationships and belonging * learning and growing	An inquiry into histories and orientation in place, space, and time through: * periods, events, and artifacts * communities, heritage, culture, and environment * natural and human drivers of movement, adaptation, and transformation.	An inquiry into the diversity of voice, perspectives, and expression through: *inspiration, imagination, creativity * personal, social, and cultural notes and practices of communications * intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: * patterns, cycles, systems * diverse practices, methods, and tools * discovery, design, innovation, possibilities, and impacts	An inquiry into systems, structures, and networks through: *interactions with and between social and ecological systems * approaches to livelihoods and trade practices: intended and unintended consequences * representation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: *rights, responsibilities, and dignity of all *pathways to just, peaceful, and reimagined futures *nature, complexity, coexistence, and wisdom
	Access to safe and nutritious food can enhance human survival.	Exploration yields to discoveries and new understandings.	Different ways of communication may facilitate expressions.	People may use air in various ways to serve specific purpose	People create organizations to support human endeavors	Waste management impacts the environment and our shared future.
	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:
	Nutrition requirement for healthy body	How explorations have taken place over time.	Purpose and functions of different forms of communication	Properties of air	Organization and its types	Types of waste
	Food security in local and Global connection	Exploration connects people, places and ideas across time.	Evolution of communication system	Usages of air in different ways	Purpose of organization	Impact of waste on environment
	Initiatives to ensure safe and healthy food	Technological exploration has broadened human's perspectives about earth	Responsibility towards effective communication	Impact of human action on air	Influence of organization in our society	Responsible disposal and treatment of waste
	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:
	Function, Connection and Responsibility	Change ,Connection , Perspective	Function, Change , Responsibility	Form, function, causation	Form, Causation, Perspective	Form, Causation, Responsibility
	Other Concepts	Other Concepts	Other Concepts	Other Concepts	Other Concepts	Other Concepts
	Interdependence, Human Impact	Evolution,Interaction, Interpretation	Systems,Evolution, Technology Ethics	Properties, Process, Cause and effect	Exploration, Observation	Classification, Sustainability, Environment
	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:
	Balanced, caring, reflective	Inquirer, Communicator, Risk Taker	Knowledgeable, Reflective, Communicator	Principled, Thinker, Caring	Inquirer, Open minded, Knowledgeable	Thinkers, Principled, Open minded
	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:
	Research skills-Information Literacy Skills	Research skills-(Information Literacy Skills)	Communication skill - Litreacy: reading, writing and using language to gather and communicate information	Thinking Skills (Critical & creative Thinking skills)	Thinking Skills (Critical & creative Thinking skills)	Thinking Skills (Critical & creative Thinking skills)
	Self Management skill - States of mind : Developing resilience,motivation and mindfulness	Communication skills (Exchanging communication skills)	Social Skills(Developing positive interpersonal relationship & collaboration skills)	Social Skills (Developing positive interpersonal relationship & collaboration skills)	Research Skills(Information Literacy Skills)	Research Skills-(Information Literacy Skills)

	Thinking Skills (Critical & creative Thinking skills)			Self-management skills (state of mind)	Social Skills (Developing positive interpersonal relationship & collaboration skills)	Self-management skills (state of mind)
	Subject Focus :	Subject Focus :	Subject Focus :	Subject Focus:	Subject Focus:	Subject Focus:
	Science & Social Studies	Science	Social Studies	Science	Social Studies	Science
	Strand :Living Things & Ways of Knowing and Systems	Strand : Earth and Space	Strand : Ways of knowing and systems	Strand: Physical and Chemical Science	Strand: Critical Global Citizenship and Culture	Strand : Living things
	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration
	Yoga, Music, PSPE, Math,ICT	Math, Language, Yoga, Music, PSPE	Language, V.Art,Math, Music, Drama, Dance,ICT	Yoga, Music, PSPE, V.ART	Yoga, PSPE, Music	Language, ICT, V.Art, Hindi, Dance
	Sequence - 3	Sequence - 2	Sequence - 1	Sequence - 4	Sequence - 5	Sequence - 6
	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:
	18th August to 3rd October	30th June to 14th August	3rd April to 23rd May	6th October to 28th November	3rd December to 23rd January	27th January to 19th March
	SDG-3- Good Health and Well-Being	SDG-8- Decent Work and Economic Growth	SDG-9- Industry Innovation and Infrastructure	SDG-15- Life on land	SDG-4-Quality Education	SDG-15 Life on Land

Concept Tally

	Form	Function	Causation	Change	Connection	Perspective	Responsibility
PYP - 3	3	3	3	2	2	2	3

Learner Profile Tally

	Inquirer	Knowledgeable	Thinkers	Communicators	Principled	Open-Minded	Caring	Risk Taker	Balanced	Reflective
PYP - 3	2	2	2	2	2	2	2	1	1	2

ATL Skill Tally

PYP - 3	Thinking Skill	Communication Skills	Social Skills	Research skill	Self-Management
	4	2	3	4	3

Subject Integration Tally - Science

	1		1		1
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Subject Integration Tally - Social Science

1		1		1	
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SDG Tally

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
SDG-3- Good Health and Well-Being	SDG-8- Decent Work and Economic Growth	SDG-9- Industry Innovation and Infrastructure	SDG-15- Life on land	SDG-4-Quality Education	SDG-15 Life on Land

Programme of Inquiry 2026-27 Grade: PYP - 4						
Transdisciplinary Themes	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
PYP4	An inquiry into identity as individuals and as part of a collective through * physical, emotional, and spiritual health and well-being * relationships and belonging * learning and growing	An inquiry into histories and orientation in place, space, and time through: * periods, events, and artifacts * communities, heritage, culture, and environment * natural and human drivers of movement, adaptation, and transformation	An inquiry into the diversity of voice, perspectives, and expression through: * inspiration, imagination, creativity * personal, social, and cultural notes and practices of communications * intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: * patterns, cycles, systems * diverse practices, methods, and tools * discovery, design, innovation, possibilities, and impacts	An inquiry into systems, structures, and networks through: * interactions with and between social and ecological systems * approaches to livelihoods and trade practices: intended and unintended consequences * representation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: * rights, responsibilities, and dignity of all * pathways to just, peaceful, and reimagined futures * nature, complexity, coexistence, and wisdom
	Role models may influence values, beliefs, and actions	Organisms adapt to survive and human actions can effect their adaptations.	Architecture can be used to communicate ideas.	Understanding simple machines may help to use them efficiently in daily life.	Interdependence of economic sectors fulfills the needs of a community.	Relationships between humans and the environment affect the sustainability of the planet.
	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:	An Inquiry into:
	1.Choice of role models	1.Adaptation & its purpose	1. Principles of Architectural designs.	1.Types of simple machines	1. Types of economic sector	1.Environmental Issues
	2.Personality traits of role models	2. Interdependence between organism & their environment	2. Development of Architectural styles.	2.How simple machines work	2. Interconnection between economic sector.	2. Impact of human consumption on environmental sustainability.
	3.How role models influence our choices and actions	3. Influence of Human actions on adaptation	3. Preservation of Architecture.	3.How machines change human life and society over time	3. Impact of economic sectors on society	3. Ways individuals and communities respond to environmental challenges.
	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:	Specified Concepts:
	Causation, Perspective, Form	Function, Connection,Perspective	Form, Change,Responsibility	Form, Function ,Change	Function, Connection, Causation	Causation,Responsibility , Connection
	Other Concepts	Other Concepts	Other Concepts	Other Concepts	Other Concepts	Other Concepts
	Beliefs ,Identity, Values	Process, Eco - systems, Interdependence,Observation	Structure, Heritage, Modernisation ,History, Sustainability	Properties, Mechanics , Evolution	Economy,Trade, Interdependence	Sustainability, Environment, Human Impact
	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:	Learner Profile:
	Reflective, Principled, Balanced	Caring, Thinker, Knowledgeable	Open-minded, Communicator, Risk-taker	Inquirer, Risk-Taker ,Thinker	Communicator,Principled, Knowledgeable	Caring, Open-minded, Reflective
	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:	ATL Skills:
	Self Management skill - States of mind : Developing resilience,motivation and mindfulness	Research skills (Information Literacy skills)	Research Skills (Ethical use of media & information)	Thinking Skills (Critical & creative Thinking skills)	Thinking skills - Transfer: using knowledge in multiple contexts	Research skills (Information Literacy skills)
	Communication Skills (ICT Skills and Information Literacy)	Thinking (Creative & Critical skills)	Thinking Skills(Critical & creative Thinking skills)	Research Skills (media & literacy)	Social skills (Interpersonal relationships)	Social skills (Developing positive interpersonal relationship & collaboration skills)
				Self Management Skills - Organisation: managing time and tasks effectively	Communication Skills (ICT Skills and Literacy Skills)	

	Subject Focus :	Subject Focus :	Subject Focus :	Subject Focus:	Subject Focus:	Subject Focus:
	Social Studies	Science	Social Studies	Science	Social Studies,	Science ,Social Studies
	Strand : Critical Global Citizenship and Culture	Strand : Living Things	Strand : Continuity and change for reimagined futures	Strand : Physical and chemical science	Strand : Ways of Knowing and Systems	Strand : Living Things, Interconnected places, spaces, and relationship
	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration
	Language, Math, Music, PSPE	Language, Art, PSPE	Language, Visual Arts, Math	Language, Math, PSPE	Language, PSPE	Language, Art, PSPE
	Sequence -	Sequence -	Sequence -	Sequence -	Sequence -	Sequence -
	4	3	6	1	2	5
	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:
	6th October to 28th November	18th August to 3rd October	27th January to 19th March	3rd April to 23rd May	30th June to 14th August	3rd December to 23rd January
	SDG	SDG	SDG	SDG	SDG :	SDG :
	SDG 5, Gender Equality	SDG-15 Life on Land	SDG 11, Sustainable cities and communities.	SDG-7, Affordable & Clean Energy	SDG-12, Responsible Consumption & Production	SDG 7: Affordable and Clean Energy SDG 13: Climate Action

Concept Tally

	Form	Function	Causation	Change	Connection	Perspective	Responsibility
PYP -4	3	3	3	2	3	2	2

ATL Skills Tally

	Thinking Skill	Communication Skills	Social Skills	Research skill	Self-Management
	4	2	2	4	2

Learner Profile Tally

Inquirer	Knowledgeable	Thinker	Communicator	Principled	Open-Minded	Caring	Risk Taker	Balanced	Reflective
1	2	2	2	2	2	2	2	1	2

Subject Integration Tally - Science

	1	1	1		1
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Subject Integration Tally - S. Studies

1		1		1	1
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SDG Tally

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
SDG 5, Gender Equality	SDG-15 Life on Land	SDG 11, Sustainable cities and communities.	SDG-7, Affordable & Clean Energy	SDG-12, Responsible Consumption & Production	SDG 7: Affordable and Clean Energy SDG 13: Climate Action

[illegible]

	Self-Management skills (States of mind)	Research skills (Information Literacy Skills)	Communication skills (Exchanging Information skills)	Self-Management skills (Organization skill)	Social (Interpersonal skills), Research skill (Information Literacy)	Thinking skills (critical thinking), Communication skills (exchanging information and literacy)	
	Social Skill (Developing social-emotional intelligence)	Communication skill - Litreacy: reading, writing and using language to gather and communicate information	Research Skill (ethical use of media/information)	Thinking skills - Transfer: using knowledge in multiple contexts			
	Subject Focus :	Subject Focus :	Subject Focus :	Subject Focus:	Subject Focus:	Subject Focus:	Subject Focus:
	Science,	Social Studies,	Social Studies,	Science,	Social Studies,	Science	
	Strand : Living Things	Strand : Continuity and Change for Reimagined Futures	Strand : Critical Global Citizenship and Culture	Strand :Physical and Chemical Science	Strand :Ways of Knowing and Systems	Strand : Living Things	
	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration
	Languages, PSPE,Yoga, ICT	Languages, Math, Art, Yoga,PSPE ,Dance ,ICT	Language, ICT, Art, Yoga,PSPE	Languages, ICT, Music	Languages, Math, Visual Art, Music, ICT	Languages, Art ,ICT	
	Sequence - 2	Sequence - 3	Sequence - 5	Sequence - 4	Sequence - 1	Sequence - 6	
	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:	Time Line:
	30th June to 14th August	18th August to 3rd October	3rd December to 23rd January	6th October to 28th November	3rd April to 23rd May	27th January to 19th March	
	SDG	SDG	SDG	SDG	SDG :	SDG :	SDG :
	SGD 3 Good Health and Wellness	SDG-11 Sustainable Cities and Communities	SDG - 17 Partnership for Goals	SDG 6- Clean water and sanitation	SDG-16, Peace, Justice & Strong Institutions	SDGs - SDG 15 life on land SDG 14 life below water	SDGs -

Concept Tally							
	Form	Function	Causation	Change	Connection	Perspective	Responsibility
PYP 5	3	3	2	2	3	2	3

Learner Profile Tally										
	Inquirer	Knowledgeable	Thinkers	Communicators	Principled	Open-Minded	Caring	Risk Taker	Balanced	Reflective
PYP 5	2	2	2	1	2	2	2	1	1	2

ATL Skill Tally					
PYP 5	Thinking Skill	Communication Skills	Social Skills	Research skill	Self-Management
	2	3	2	2	2

Subject Integration Tally - Science					
1			1		1

Subject Integration Tally - S. Studies					
	1	1		1	

SDG Tally					
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
SGD 3 Good Health and Wellness	SDG-11 Sustainable Cities and Communities	SDG - 17 Partnership for Goals	SDG 6- Clean water and sanitation	SDG-16, Peace, Justice & Strong Institutions	SDGs - SDG 15 life on land SDG 14 life below water