



**PYP Program of Inquiry  
(Kindergarten AY 2023-2024)**

	Who We Are	Sharing the Planet	Where We Are in Place and Time	How We Express Ourselves
<b>PRE-K</b>	Inquiry into the nature of the self; beliefs and values; 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 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; peace and conflict resolution	Inquiry into orientation in place and time; personal histories; 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.	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; our appreciation of the aesthetic.
	<b>Unit Title:</b> Me and My Friends  <b>Central Idea:</b> Awareness of self and others help build identity  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Our characteristics</li> <li>- Recognizing similarities and differences between self and others</li> <li>- Likes and dislikes</li> </ul>	<b>Unit Title:</b> Animal Planet  <b>Central Idea:</b> People share the world with other living things  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Identification of living things</li> <li>- Classification of animals</li> <li>- How people care for living things</li> </ul>	<b>Unit Title:</b> Around the World  <b>Central Idea:</b> Everyone has their own special place in the world  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Flags from different countries</li> <li>- Important meals from local and global communities</li> <li>- Valuing our culture</li> </ul>	<b>Unit Title:</b> It's All About Feelings  <b>Central Idea:</b> Feelings can be expressed through music and movement  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Positive and negative feelings</li> <li>- Music conveys emotions</li> <li>- Showing how we feel through creative movement</li> </ul>
<b>Key Concepts</b>	Connection Perspective Function	Connection Function Responsibility	Form Connection Perspective	Connection Perspective Responsibility
<b>Related Concepts</b>	Senses Identity Growth	Environment Systems	Environment Cultures Values	Perception Communication Expression
<b>Skills</b>	Self-management Thinking	Research Thinking	Research Social	Self-management Communication
<b>Learner Profile</b>	Knowledgeable Thinker Communicator	Principled Caring	Inquirer Open-minded Risk-taker	Communicator Balanced Reflective
<b>Science</b>	Five Senses Body Parts Seasons and Weather	Animal Characteristics Ways Animal Move Animals Need to Eat Animal Coverings Animal Habitats	Types of Food Comparing Leaves and Flowers Parts of a Plant Plant Needs	Describing Color and Shape of Objects Observing Texture and Temperature Blowing Bubbles Ice Melting
<b>Social Studies</b>	Good Choices and Bad Choices Friendship, Sharing and Taking Turns	Caring for our Animal Friends Saving the Earth	Holidays Around the World People and How They Live	Managing Our Emotions Working Hard and Trying Our Best
<b>Music</b>	A song about senses, body parts	Collaborate	Collaborate	Collaborate
<b>Japanese</b>	Body parts	Animals	Japanese food	Feeling
<b>Art</b>	Body parts	Collaborate	Collaborate	Collaborate
<b>Garden</b>	N/A (Not Collaborating)	Care for flowers	Classify vegetables, flowers, parts	N/A
<b>P.E</b>	Space awareness Body part awareness	Gymnastics	Ball games	Balance and individual skills



**PYP Program of Inquiry  
(Kindergarten AY 2023-2024)**

	Who We Are	Sharing the Planet	Where We Are in Place and Time	How We Express Ourselves
<b>K3</b>	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b> ; rights and responsibilities; what it means to be human.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; <b>communities and the relationships within and between them</b> ; <b>access to equal opportunities</b> ; peace and conflict resolution	Inquiry into orientation in place and time; <b>personal histories; homes and journeys</b> ; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the ways in which we discover and <b>express ideas, feelings, nature, culture, beliefs and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
	<p><b>Unit Title:</b> My family to yours</p> <p><b>Central Idea:</b> Family relationships contribute to shaping our identity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Diversity of families (Form)</li> <li>- Responsibilities within the family (Responsibility)</li> <li>- How families influence who we become (Reflection)</li> </ul>	<p><b>Unit Title:</b> We are one with our surroundings</p> <p><b>Central Idea:</b> All living things depend on our environment.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Plant and Animal adaptation to the environment (Causation)</li> <li>- The needs of living things in the environment (Function)</li> <li>- Roles and responsibilities towards living thing (Connection)</li> </ul>	<p><b>Unit Title:</b> Wonders of the World</p> <p><b>Central Idea:</b> People construct homes and buildings according to their culture</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- People build homes depending on their environment (Form)</li> <li>- Famous buildings around the world (Change)</li> </ul>	<p><b>Unit Title:</b> Creative Expressions</p> <p><b>Central Idea:</b> Express our emotions and beliefs through different forms of art.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Exploring and expressing emotions through art (Perspective)</li> <li>- Interpret ideas in different forms of signs and symbols (Connection)</li> </ul>
<b>Key Concepts</b>	Form Responsibility Reflection	Connection Function Causation	Form Change	Perspective Connection
<b>Related Concepts</b>	Similarities and differences Belonging Roles	Environment Interdependence Conservation	Discovery Geography Locality	Audience Presentation Expression
<b>Skills</b>	Communication Thinking	Thinking Self-management	Social Research	Social Self-management
<b>Learner Profile</b>	Caring Reflective Balanced	Inquirers Reflective Caring	Knowledgeable Inquirer Caring	Reflective Principled Balanced
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>- Comparing and understanding different kinds of families</li> <li>- Similarities and Differences of popular occasions from around the world</li> <li>- Different responsibilities within a family</li> </ul>	<ul style="list-style-type: none"> <li>- Duties and responsibilities of a citizen (Taking care of the environment)</li> </ul>	<ul style="list-style-type: none"> <li>- Similarities and Differences of own homes and other homes</li> <li>- Historical story of famous buildings</li> </ul>	<ul style="list-style-type: none"> <li>- Explore a variety of signs and symbols and interpret messages.</li> </ul>
<b>Science</b>	<p><b>Characteristics of the Human Body</b></p> <ul style="list-style-type: none"> <li>- Comparing and measuring different properties</li> <li>- Color, Sizes, Heights and weights, Shape, Texture, and Temperature</li> </ul>	<p><b>Living Things</b></p> <ul style="list-style-type: none"> <li>- Comparing different plant and animal habitats</li> <li>- Land, Air, Water, Seasons, Climate</li> </ul>	<p><b>Earth and Sky</b></p> <ul style="list-style-type: none"> <li>- Explore what we see around us</li> <li>- Day and Night, Weather, Clouds, Rainbow, Rocks</li> </ul>	<p><b>Art Science</b></p> <ul style="list-style-type: none"> <li>- Using variety of materials to create art</li> <li>- Mixing colors</li> <li>- Mixing materials with paint</li> </ul>
<b>Music</b>	Sing a song about family	N/A (No Collaboration)	N/A	N/A
<b>Japanese</b>	Classroom language, Family members	N/A	N/A	Feelings, Emotions
<b>Garden</b>	Family of vegetables / care for flowers	N/A	N/A	N/A
<b>P.E</b>	Understanding their own body, and special awareness	Coordination activities	Hopping and jumping	Balance



PYP Program of Inquiry  
(Kindergarten AY 2023-2024)

	Who We Are	Sharing the Planet	Where We Are in Place and Time	How We Express Ourselves
<b>K4</b>	Inquiry into the nature of the self; beliefs and values; <b>personal, physical, mental, social and spiritual health</b> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; <b>what it means to be human</b>	<b>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	Inquiry into <b>orientation in place and time</b> ; <b>personal histories</b> ; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, <b>from local and global perspectives</b> .	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.
	<b>Unit Title:</b> Healthy Me  <b>Central Idea:</b> Responsible choices help maintain healthy systems.  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Internal systems</li> <li>- Healthy habits for body and mind</li> <li>- My actions make the community happy</li> </ul>	<b>Unit Title:</b> Full of Life  <b>Central Idea:</b> Living things grow and change  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Characteristics of living things</li> <li>- How living things grow</li> <li>- Our responsibility for the well being of living things</li> </ul>	<b>Unit Title:</b> Cultures  <b>Central Idea:</b> Each community has its own culture and lifestyle  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- Countries and Cultures around the world</li> <li>- Celebrations around the world</li> <li>- Respect for different communities</li> </ul>	<b>Unit Title:</b> Show Yourself  <b>Central Idea:</b> There are many ways to express ourselves.  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>- How people share their ideas</li> <li>- Skills to showcase our ideas</li> <li>- Tools used in different art forms</li> </ul>
<b>Key Concepts</b>	Function Responsibility	Form Change	Connection Causation	Perspective Reflection
<b>Related Concepts</b>	Community Healthy habits My body	Cycle Animal Classification Environment	Countries Lifestyle Culture	Expression Art Stories
<b>Skills</b>	Self-management Thinking	Research Thinking	Social Communication Skills	Communication Skills Social skills
<b>Learner Profile</b>	Knowledgeable Principled Thinker	Inquirer Balanced Caring	Open-minded Reflective	Risk taker Communicator
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>- Responsibility and action to keep ourselves and the community healthy</li> <li>- Identifying unhealthy habits</li> <li>- Our action affect our body</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying duties and responsibilities of a citizen to protect living things</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding that different communities around the world have different cultures</li> <li>- Exploring what and how people celebrate around the world</li> <li>- Respecting and appreciating other cultures</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and developing skills to express ourselves</li> <li>- exhibiting theatrics, poems, storybooks</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>- Human life processes</li> <li>- Human systems</li> <li>- Healthy habits</li> </ul>	<ul style="list-style-type: none"> <li>- Life cycle of animals and plants</li> <li>- Animal classification</li> <li>- Habitat of animals</li> <li>- Parts of plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying differences and similarities among cultures</li> <li>- Weather and climate across the world</li> <li>- Seasons</li> </ul>	<ul style="list-style-type: none"> <li>- Body parts and language to express ourselves.</li> <li>- Differences in materials.</li> <li>- Stem to express our ideas.</li> </ul>
<b>Music</b>	N/A (Not collaborating)	Sound of the living things and non living things	A music from other world	Expressing ourselves through playing an instruments
<b>Art</b>	Collaborating	Collaborating	Collaborating	Collaborating
<b>Japanese</b>	Body functions, Healthy habits for body		Celebrations in Japan	Feelings, Emotions

<b>Garden</b>	What effect do these vegetables have on the human body?	Food cycle	Event food using vegetable	Seasonal art
<b>P.E</b>	self awareness Behavior and frustration management body parts awareness Yoga	N/A (Not Collaborating)	N/A	N/A



PYP Program of Inquiry  
(Kindergarten AY 2023-2024)

	Who We Are	Sharing the Planet	Where We Are in Place and Time	How We Express Ourselves
<b>K5</b>	Inquiry into the nature of the self; <b>beliefs and values</b> ; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities</b> , and cultures; <b>rights and responsibilities</b> ; what it means to be human	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; <b>access to equal opportunities; peace and conflict resolution</b>	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationship between and the interconnectedness of individuals and civilizations</b> , from local and global perspectives.	Inquiry into the ways in which <b>we discover and express ideas</b> , feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
	<p><b>Unit Title:</b> Ourselves and others</p> <p><b>Central Idea:</b> People have the responsibility to create communities where everyone respects beliefs and values, and understands cultural differences.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How people can make a community that people feel a sense of belongings</li> <li>- The importance of understanding similarities and differences in cultures</li> <li>- What determines our values and beliefs</li> </ul>	<p><b>Unit Title:</b> Taking actions!</p> <p><b>Central Idea:</b> People have choices to support and have an impact on the Earth's resources</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The importance of making good choices to save the Earth's resources</li> <li>- The practice of daily sustainability</li> <li>- Cause and effect on our environment</li> </ul>	<p><b>Unit Title:</b> How we are inspired by innovation and inventions</p> <p><b>Central Idea:</b> New discoveries make people appreciate and change how they live</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Explore why people invent to make their lives better</li> <li>- How inventions and discoveries have taken place over time</li> <li>- Compare inventions that happened in the past and now</li> </ul>	<p><b>Unit Title:</b> Let's be creative!</p> <p><b>Central Idea:</b> We have choices to deliver stories, music, arts in different and creative ways</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- People show appreciation towards various forms of arts</li> <li>- People have choices to express themselves</li> <li>- Experience and explore how stories are delivered over times</li> </ul>
<b>Key Concepts</b>	Causation Form Responsibility	Connection Change	Perspective Causation Change	Function Perspective Responsibility
<b>Related Concepts</b>	Values and beliefs Reciprocal Interaction	Cycle Sustainability Conservation	Exploration Discovery Innovation	Media Preference Expression
<b>Skills</b>	Communication Skills	Thinking Self-management	Research Skills	Social Skills Communication Skills Thinking Skills
<b>Learner Profile</b>	Caring Communicators Open-minded	Inquirers Reflective Principled	Thinkers Knowledgeable Reflective	Balanced Risk-takers Communicators
<b>Social Studies</b>	The student will be able to: <ul style="list-style-type: none"> <li>- Identify different relationships between People.</li> <li>- Understand the impact on relationships.</li> <li>- Suggest ways to resolve conflicts</li> <li>- Create Essential agreements</li> <li>- Understand different cultures, values and beliefs</li> </ul>	The students will be able to: <ul style="list-style-type: none"> <li>- Understand duties and responsibilities of a citizen (Taking care of the environment)</li> <li>- Learn SDGs and make good choices to make our world for the better</li> <li>- Identify Earth's resources and use them effectively</li> <li>- Sort out environmental harms and what causes them</li> </ul>	The students will be able to: <ul style="list-style-type: none"> <li>- Social change and culture evolution</li> <li>- Understand existing cultural elements to compare and contrast past and now</li> </ul>	The students will be able to; <ul style="list-style-type: none"> <li>- Understand differences and similarities of how people enjoy and deliver stories differently</li> <li>- Understand how culture affects how people tell stories</li> </ul>

<b>Science</b>	<ul style="list-style-type: none"> <li>- Being able to compare and contrast similarities and differences between each other physically</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure sustainable consumption and production patterns</li> <li>- Conserve and use the oceans and marine resources for sustainable development</li> <li>- What are the environmental harms and how they are affecting us and other living things</li> <li>- 3Rs and practice in action</li> <li>- What are living things and nonliving things and categorization</li> <li>- Explore natural disasters and how they affect our lives</li> <li>- Understand ways to conserve plants and animal's life (Conservation, sustainability, recycling)</li> <li>- Properties of matter (states of matter and change of states)</li> </ul>	<ul style="list-style-type: none"> <li>- Explore various materials and the study of solids (What materials are made of)</li> <li>- Properties of materials</li> </ul>	<ul style="list-style-type: none"> <li>- What is a sound with experiments</li> <li>- How the sounds are being delivered to us</li> <li>- How to create music with sounds using materials around us</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>-Students will learn about the music from their country.</li> <li>-Expose a song from different cultures</li> </ul>	N/A (Not Collaborating)	Collaboration	Collaboration
<b>Japanese</b>	Manners, Language, Polite, Lifestyle, Festival	N/A	N/A	N/A
<b>Garden</b>	Kindergarten playground	N/A	N/A	N/A
<b>P.E</b>	Collab	N/A	N/A	N/A