

## Programme Of Inquiry 2018-19

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 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.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global Perspectives.	An 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.	An 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; the impact of scientific and technological advances on society and on the environment	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Jr kg</b>	<b>Sensory awareness</b>  <b>Central Idea -</b> We use our senses to explore, gather and communicate information		<b>Celebrations</b>  <b>Central Idea -</b> Celebrations are expression of culture, traditions and beliefs		<b>Transport</b>  <b>Central Idea -</b> Different modes of transport help us to travel	<b>Animal Kingdom</b>  <b>Central Idea -</b> Animals have unique characteristics that help them to interact with the environment
<b>Sr. Kg</b>	<b>Identity</b>  <b>Central Idea -</b> Human characteristics and emotions create a sense of self and make individuals unique	<b>Shelter</b>  <b>Central Idea -</b> Human need for shelter depends on where they are in the world	<b>Signs and Symbols</b>  <b>Central Idea -</b> Images communicate ideas and information	<b>Patterns</b>  <b>Central Idea -</b> Patterns help us discover the world.	<b>Market</b>  <b>Central Idea –</b> People exchange currency for goods and services	<b>Plants</b>  <b>Central Idea -</b> Plants are a life-sustaining resource for us and for other living things
<b>Gr 1</b>	<b>Nutrition- My body</b>  <b>Central Idea –</b> The choices we make affect our health and well-being.	<b>My Family History</b>  <b>Central Idea -</b> Every family is unique and has a history of its own.	<b>Stories – Genres</b>  <b>Central Idea -</b> Stories express ideas and connect people.	<b>Life Cycles</b>  <b>Central Idea –</b> All living things go through a process of change.	<b>Community</b>  <b>Central Idea -</b> Communities rely on people doing different kinds of work.	<b>Waste Management</b>  <b>Central Idea –</b> Our personal choices affect the environment.

## Curriculum Framework for Grade 5

<b>Gr 2</b>	<b>Games</b>  <b>Central Idea -</b> People learn about themselves and others through play.	<b>Homelands</b>  <b>Central Idea -</b> The Earth's physical geography impacts human settlements and interactions.	<b>Creativity</b>  <b>Central Idea -</b> People express their creativity in different forms.	<b>Simple Machines</b>  <b>Central Idea -</b> Simple machines operate in different ways to ensure tasks are performed efficiently and effectively.	<b>Economic Systems</b>  <b>Central Idea -</b> Humans interact with their environments and create communities to meet their needs.	<b>Adaptation and Habitat</b>  <b>Central Idea -</b> People establish practices in order to sustain and maintain the earth's resources.
<b>Gr 3</b>	<b>Body Systems and diseases</b>  <b>Central Idea -</b> The effective interactions between human body systems contribute to health and survival	<b>Exploration</b>  <b>Central Idea -</b> Explorations lead to discoveries, opportunities and new understandings	<b>Performing Arts</b>  <b>Central Idea -</b> Performing arts allow people to entertain and educate audiences	<b>Buildings and structures</b>  <b>Central Idea -</b> The design of building and structures depend upon environmental factors, human ingenuity and available material and resources	<b>Organizations</b>  <b>Central Idea -</b> Systems need to be in place to maintain organization in communities	<b>Disaster Management</b>  <b>Central Idea -</b> Local and global communities share responsibilities to reduce the impact on the people affected by natural disasters
<b>Gr 4</b>	<b>Role Models</b>  <b>Central Idea -</b> People are inspired by the beliefs and values of individuals and societies.	<b>Civilizations</b>  <b>Central Idea -</b> Evidences of past civilization affect present day society.	<b>Poetry</b>  <b>Central Idea -</b> Poetry is a form of self-expression.	<b>Energy</b>  <b>Central Idea -</b> Energy may be converted, transformed and used to support human progress.	<b>Social Media</b>  <b>Central Idea -</b> Social media plays an increasing role in influencing our ideas and beliefs.	<b>Biomes</b>  <b>Central Idea -</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.
<b>Gr 5</b>	<b>Changes</b>  <b>Central Idea -</b> Changes people experience at different stages of their lives affect their evolving sense of self.	<b>Migration</b>  <b>Central Idea-</b> Human migration is a response to challenges, risks and opportunities.	<b>Advertising and Mass Media</b>  <b>Central Idea-</b> Advertising and mass media influence the choices we make.	<b>Light and Sound</b>  <b>Central Idea-</b> Light and sound help people experience their world..	<b>Government Systems</b>  <b>Central Idea-</b> Government systems influence the lives of citizens.	<b>Conflicts</b>  <b>Central Idea -</b> Finding peaceful solutions to conflict leads to a better quality of human life.

Curriculum Framework for Grade 5

**Inquiry Units Cycle 2018 -2019**

Grade	Inquiry 1	Inquiry 2	Inquiry 3	Inquiry 4	Inquiry 5	Inquiry 6
<b>Jr. KG</b>	Senses	Transport	Animal Kingdom	Celebration	-	-
<b>Sr. KG</b>	Identity	Signs and symbols	Market	Patterns	Homes	Plants
<b>Grade 1</b>	Families	Community	Stories	Life Cycles	Body and Nutrition	Waste management
<b>Grade 2</b>	Homelands	Games	Simple machines	Creativity	Economic systems	Adaptation and habitats
<b>Grade 3</b>	Body systems	Explorations	Organisations	Buildings and structures	Performing arts	Natural Disasters
<b>Grade 4</b>	Civilizations	Media	Role Models	Energy	Poetry	Biomes
<b>Grade 5</b>	Migration	Light and sound	Advertising and Mass Media	Government Systems	Changes	Exhibition