

# PROGRAM OF INQUIRY 2025



## TRANSDISCIPLINARY THEMES

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.

## TODDLER

### All About Me!

**Central idea:** Each day I learn about myself.  
**Key concepts:** form, connection, function  
**Learner attributes:** balanced, risk-taker  
**ATLs:** self-management  
Lines of inquiry:  
o My body parts (form)  
o My family members (connection)  
o Things I can do (function)

**Specialist integration:** Music, PSPE

## PRESCHOOL

### Me, My Friends, My Family

**Central idea:** I am the same and I am different from my friends and family.  
**Key concepts:** form, responsibility, perspective  
**Related concepts:** family, friendship  
**Learner attributes:** balanced, open-minded  
**ATLs:** self-management, social skills  
Lines of inquiry:  
o My likes, dislikes and emotions (form)  
o What makes me the same and different from others (perspective)  
o How I should act with my friends and family (responsibility)

**Specialist integration:** English, Bangla, Maths, Music, PSPE

### Feelings

**Central idea:** People show their feelings in different ways.  
**Key concepts:** causation, form, perspective  
**Related concepts:** feelings, expression  
**Learner attributes:** caring, risk-taker  
**ATLs:** Communication, Self-management  
Lines of inquiry:  
o Different feelings (form)  
o What causes us to feel in different ways (causation)  
o Different ways of expressing our feelings and communicating feelings (perspective)

**Specialist integration:** English, Music, PSPE

### Air and Water

**Central idea:** We use air and water in many different ways.  
**Key concepts:** function, change, form  
**Related concepts:** properties of living things  
**Learner attributes:** knowledgeable, thinker  
**ATLs:** thinking, research  
Lines of inquiry:  
o What air and water are like (form)  
o How water changes states (change)  
o How we can use air and water (function)

**Specialist integration:** English, Bangla, Maths, Music, PSPE

### Communities and Community Helpers

**Central idea:** People play different roles in their communities.  
**Key concepts:** function, causation, connection  
**Related concepts:** community, rules  
**Learner attributes:** communicator, reflective  
**ATLs:** communication, social  
Lines of Inquiry:  
o Why we live in communities (function)  
o How community members help us (connection)  
o Why communities have rules (causation)

**Specialist integration:** English, Bangla and Music

### Animals and Us

**Central idea:** Animals and people depend on each other.  
**Key concepts:** connection, function, responsibility  
**Learner attributes:** Inquirer, principled  
**ATLs:** research, thinking  
Lines of Inquiry:  
o The different roles animals play in peoples' lives (connection)  
o What animals need to live (function)  
o Why and how we should take care of animals (responsibility)

**Specialist integration:** English, Bangla, Maths, Music, PSPE

## PRE-K

### Keeping Our Bodies Healthy

**Central idea:** It is important to help our bodies function well.  
**Key concepts:** form, function, change  
**Related concepts:** growth, health, needs  
**Learner attributes:** risk-taker, balanced  
**ATLs:** research, thinking  
Lines of inquiry:  
o What the human body is like (form)  
o How we use our body (function)  
o How we grow and what we need to grow (change)  
o Ways to stay healthy (form)

**Specialist integration:** English, Bangla, Music, PSPE

### Our Culture

**Central idea:** Knowing about our culture helps us to be better citizens.  
**Key concepts:** form, perspective, responsibility  
**Related concepts:** citizenship  
**Learner attributes:** open-minded, knowledgeable, principled  
**ATLs:** communication, social  
Lines of inquiry:  
o Where we live and what it is like (form)  
o What features make up our culture (form)  
o How different families celebrate their culture, including my own (perspective)  
o How to be a good citizen of our country (responsibility)

**Specialist integration:** ML, Music, Maths, PSPE

### The Stories We Tell

**Central idea:** We express our thoughts and ideas in many different ways.  
**Key concepts:** perspective, form  
**Related concepts:** self-expression  
**Learner attributes:** communicator, open-minded  
**ATLs:** communication, self-management  
Lines of Inquiry:  
o What stories are like (form)  
o Different versions of favorite stories (perspective)  
o Taking on different roles within the same story (perspective)

**Specialist integration:** English, Music.

### Earth's Natural Cycles

**Central idea:** The Earth's natural cycles influence the activity of living things.  
**Key concepts:** causation, change, connection  
**Related concepts:** cycles  
**Learner attributes:** thinker, communicator  
**ATLs:** Self-management, Thinking  
Lines of inquiry:  
o Earth's natural cycles, which include night and day and the seasons (change)  
o How people are affected by Earth's natural cycles (causation)  
o How animals and plants respond to Earth's natural cycles (connection)

**Specialist integration:** English, Bangla, Maths, Music.

### Rules and Routines

**Central idea:** Rules and routines are important for us to learn and thrive in school and at home.  
**Key concepts:** responsibility, function, causation  
**Related concepts:** consequences, community  
**Learner attributes:** reflective, principled  
**ATLs:** Self-management, Communication  
Lines of inquiry:  
o Purpose of rules and routines (function)  
o How rules and routines make daily life and work easier (causation)  
o Ways we should organize ourselves in the class and at home (responsibility)

**Specialist integration:** English, Bangla, Music, PSPE

### Plants Rule!

**Central idea:** Plants play an important role in our world.  
**Key concepts:** form, connection, responsibility  
**Related concepts:** interdependence, structure  
**Learner attributes:** inquirer, caring  
**ATLs:** Research, Social  
Lines of Inquiry:  
o The structure of a plant (form)  
o Types of plants and their characteristics (form)  
o How plants provide for living things (connection)  
o Why we should look after plants (responsibility)

**Specialist integration:** English, Maths.

## KINDERGARTEN

### Friends and Family

**Central idea:** Our relationships with each other affect how we feel.  
**Key concepts:** connection, responsibility, perspective  
**Related concepts:** friendship, conflict, behavior, choice  
**Learner attributes:** reflective, principled, caring  
**ATL:** social, self-management  
Lines of inquiry:  
o How we develop relationships (connection)  
o How relationships affect us (connection)  
o Our roles and behaviors within relationships (responsibility)  
o Resolving conflicts (perspective)

**Specialist integration:** English, Bangla, Music, PSPE.

### My Country is Important to Me

**Central idea:** Learning about our country helps us to understand ourselves and the world around us.  
**Key concepts:** form, connection, perspective  
**Related concepts:** national days, symbols, citizenship, history  
**Learner attributes:** communicator, knowledgeable, balanced  
**ATL:** communication, self-management  
Lines of inquiry:  
o Where our country is located and what it is like (form)  
o How my country is different from other places (perspective)  
o Key events in history that are important to all citizens of my country (connection)

**Specialist integration:** Bangla, Maths, Music, PSPE.

### Let's Celebrate!

**Central idea:** Celebrations express the beliefs and values of a culture.  
**Key concepts:** form, causation, responsibility, connection  
**Related concepts:** beliefs, values, culture  
**Learner attributes:** open-minded, caring, knowledgeable  
**ATL:** social, research  
Lines of inquiry:  
o Features of different types of celebrations and cultures (form)  
o Why people participate in celebrations (causation)  
o How we can show respect to different celebrations and cultures (responsibility)  
o How celebrations are related to cultural beliefs and values (connection)

**Specialist integration:** English, Bangla, Music, PSPE.

### Material World

**Central idea:** Understanding the properties of materials helps us to decide how to use them.  
**Key concepts:** form, function, change  
**Learner attributes:** matter, changes of state, properties of materials, uses of materials  
**ATL:** thinking, research  
Lines of inquiry:  
o Different types of materials (form)  
o The properties of different materials (form)  
o How materials can change (change)  
o Uses of materials based on their properties (function)

**Specialist integration:** English, Bangla, Maths.

### Let's Measure It!

**Central idea:** People create systems of measurement to meet their needs in daily life.  
**Key concepts:** form, function, causation  
**Related concepts:** needs, measurement, systems  
**Learner attributes:** thinker, risk-taker  
**ATL:** thinking, communication  
Lines of inquiry:  
o Systems of measurement (form)  
o How different tools of measurement work (function)  
o How measurement helps us to make decisions (causation)

**Specialist integration:** PSPE.

### It's Alive!

**Central idea:** Living things have requirements in order to survive and grow.  
**Key concepts:** form, change, perspective  
**Related concepts:** growth, classification, needs  
**Learner attributes:** balanced, thinker  
**ATL:** communication, social  
Lines of inquiry:  
o The different types of living things and their classification (form)  
o How living things grow and what they need to grow (change)  
o How living things survive in different environments (perspective)

**Specialist integration:** English, Maths, Music, PSPE.