

## OPIS PROGRAMME OF INQUIRY EY2 (2021-22)

EY2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Transdisciplinary Theme</b>	<b>Who we are</b>  <b>An inquiry into</b> 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; <b>what it means to be Human.</b>	<b>Sharing the Planet</b>  <b>An inquiry into</b> rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution.	<b>How do we organise ourselves</b>  <b>An inquiry into</b> the interconnectedness of human-made systems and communities; <b>the structure and function of organizations</b> ; societal decision-making; economic activities and their impact on humankind and the environment.	<b>How do we express ourselves</b>  <b>An inquiry into</b> 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>How the world works</b>  <b>An inquiry into</b> the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles</b> ; the impact of scientific and technological advances on society and on the environment.
<b>Unit Title</b>	<b>Me and My World</b>	<b>Plants; Look How We Grow!</b>	<b>Belonging</b>	<b>Tell Me a Picture</b>	<b>Exploring Materials</b>
<b>Central Idea</b>	Every day we learn more about who we are, what we can do and the people around us.	Living things have specific needs in order to grow and stay healthy.	People play different roles in the communities to which they belong..	Through art and design people express ideas and feelings	Finding out about the properties of materials helps us understand how they are used.
<b>Key and related concepts</b>	<p><b>Form: What is it like?</b> Who am I? What are my unique characteristics? What are the similarities and differences between my friends and I? What do I like and dislike? What can I do? What do I want to do?</p> <p><b>Function: How does it work?</b> How do I feel and why do I feel this way? What can I do about it? How can I express my emotions in a positive way? How can we learn from others? How does learning about my peers help me learn about myself?</p> <p><b>Related concepts:</b> emotion, physical and personal characteristics</p>	<p><b>Connection: How is it connected to other things?</b> We live in a world of interacting systems in which the actions of any individual element affect others.</p> <p><b>Form: What is it like?</b> Everything has a form with recognizable features that can be observed, identified, described, and categorized.</p> <p><b>Change: How is it changing?</b> The concept of change, also described as transformation, is a pervasive concept in science. Change is an inevitable aspect of the physical world as things become different or pass from one form to another. It can be natural or brought about and accelerated by outside influences.</p> <p><b>Related Concepts:</b> growth, cycle, living things</p>	<p><b>Function: How does it work?</b> Everything has a purpose, a role, or a way of behaving that can be investigated.</p> <p><b>Form: What is it like?</b> Everything has a form with recognizable features that can be observed, identified, described, and categorized.</p> <p><b>Responsibility: What is our responsibility?</b> People make choices based on their understanding and the actions they take as a result do make a difference.</p> <p><b>Related concepts:</b> community, rules, interactions</p>	<p><b>Perspective: What are the points of view?</b> Arts allow for the opportunity of creative choice. Different points of view naturally arise depending on whether an individual is creating or composing, performing or displaying, viewing or listening.</p> <p><b>Connection: How is it connected to other things?</b> Arts are a universal language by which we can communicate within and across cultures.</p> <p><b>Related concepts:</b> expression, imagination, interpretation and value</p>	<p><b>Form: What is it like?</b> Most things have a form or shape with an outward or visible manifestation and an internal structure.</p> <p><b>Change: How is it changing?</b> The concept of change, also described as transformation, is a pervasive concept in science. Change is an inevitable aspect of the physical world as things become different or pass from one form to another. It can be natural or brought about and accelerated by outside influences.</p> <p><b>Related concepts:</b> Raw materials, characteristics, properties and uses of materials (solids, liquids)</p>



OURPLANET



<p><b>Lines of Enquiry</b></p>	<p>International School MADRID</p> <ul style="list-style-type: none"> <li>Who we are (Who I am &amp; What I like; How I am the same &amp; different from others; The things I can do &amp; the things I want to do)</li> <li>How we express and handle our emotions</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of living things (life cycle, parts of living things, a plant, germination, parts we eat) (form)</li> <li>Growth and change in living things (Change)</li> <li>Relationship between living things (Connection)</li> </ul>	<ul style="list-style-type: none"> <li>Roles of people who are part of our community</li> <li>How people in their communities take care of people and the environment</li> <li>How communities are organised</li> </ul>	<ul style="list-style-type: none"> <li>Artistic movements and its characteristics</li> <li>Various ways to express feelings and ideas</li> <li>What is art</li> </ul>	<ul style="list-style-type: none"> <li>Different materials and its characteristics</li> <li>Uses of materials</li> <li>Transforming materials</li> </ul>
<p><b>Learner Profile</b></p>	<ul style="list-style-type: none"> <li>Communicator</li> <li>Thinker</li> </ul>	<ul style="list-style-type: none"> <li>Inquirer</li> <li>Knowledgeable</li> <li>Balanced</li> </ul>	<ul style="list-style-type: none"> <li>Principled</li> <li>Thinker</li> <li>Communicator</li> </ul>	<ul style="list-style-type: none"> <li>Risk-taker</li> <li>Open-minded</li> <li>Reflective</li> </ul>	<ul style="list-style-type: none"> <li>Inquirer</li> <li>Caring</li> </ul>
<p><b>ATL Focus</b></p>	<p><b>Communication Skills:</b> Listening, Interpreting, Speaking</p> <p><b>Social skills:</b> Interpersonal relationships, Social and emotional intelligence</p> <p><b>Self-management skills:</b> Perseverance</p>	<p><b>Research Skills:</b> Formulating and planning, Data gathering and documenting, Synthesizing and interpreting</p> <p><b>Thinking Skills:</b> Analysing, Evaluating</p>	<p><b>Social skills:</b> Interpersonal relationships</p> <p><b>Communication Skills:</b> Listening, Reading, Writing</p> <p><b>Thinking Skills:</b> Generating novel ideas, Considering New Perspectives</p> <p><b>Self-management skills:</b> Organization, Perseverance</p>	<p><b>Self-management skills:</b> Mindfulness, resilience</p> <p><b>Social skills:</b> Social and emotional intelligence</p> <p><b>Communication Skills:</b> Speaking, Interpreting, Writing</p>	<p><b>Research Skills:</b> Data gathering and documenting, Synthesizing and interpreting, Evaluating and communicating</p> <p><b>Thinking Skills:</b> Analysing, Evaluating, Forming Decisions, Considering new perspectives,</p>
<p><b>Subjects</b></p>	<p>PSPE, Language (English &amp; Arabic), Math</p>	<p>Science, Visual Arts, Language (English &amp; Arabic), Math</p>	<p>Social Studies, PSPE, language (English &amp; Arabic), Visual Arts</p>	<p>Visual Arts, Music, language (English &amp; Arabic), PSPE</p>	<p>Science, Visual Arts, Language (English &amp; Arabic), Math.</p>