

OPIS PROGRAMME OF INQUIRY - PYP 2 (2020-21)

PYP 2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Transdisciplinary Theme	Who we are 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.	Where we are in place and time 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.	How do we express ourselves 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.	Sharing the Planet 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.	How we organize ourselves 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.	How the world works 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.
Unit Title	Balanced Choices	Location, location, location!	Each child is an artist	Our green friends	We are one with nature	Materials and Matter
Central Idea	Informed choices promote physical health and performance.	Maps are visual representations that show where we are in place and time.	The arts are an avenue for humans to express and recreate their perception of the world.	Plants are a life-sustaining resource for people and for other living things.	The climate affects how people in that region live.	People use their knowledge of properties of matter to suit specific needs
Key and related concepts	Connection: How are things connected? How do my choices impact my physical wellbeing? What are healthy and unhealthy choices? How is nutrition and exercise connected to the way I feel/perform? Function: How does it work? How does the digestive system work? How does it transform food into energy? Responsibility: What is our responsibility? We have a responsibility to the world in which we live. This involves being aware of how scientific knowledge can be used to improve or worsen the quality of life of all living things. Responsibility entails action as well as awareness.	Form: What is it like? Everything has a form with recognizable features that can be observed, identified, described, and categorized. Function: How does it work? Everything has a purpose, a role, or a way of behaving that can be investigated. Change: How is it changing? Change is the process of movement from one state to another. It is universal and inevitable. Related concepts: location, symbols, orientation.	Perspective: What are the points of view? 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. Function: How does it work? Arts use creativity to convey a message that can be practical, educational, cultural or personal. A relationship is developed between the artist and the audience whereby informed opinions or choices may be made. Related concepts: creativity, imagination, expression	Function: How does it work? The special activities, properties or purposes, natural or endowed, of a creature or thing. Responsibility: What is our responsibility? We have a responsibility to the world in which we live. This involves being aware of how scientific knowledge can be used to improve or worsen the quality of life of all living things. Responsibility entails action as well as awareness. Connection: How is it connected to other things? The world is full of interacting systems that depend on each other to form a working whole.	Form: What is it like? People build their communities in places that life sustainable Causation: How is it connected to other things? The environment can impact the way that people organize their life. Responsibility: What is our responsibility? Protecting the environment ensures a longer existence of the community	Causation: Why is it like this? The effect brought about by an intended or unintended action or reaction. Change: How is it changing? 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. Function: How does it work? The special activities, properties or purposes, natural or endowed, of a creature or thing.



OUR PLANET

International School
MUSCAT



	<p>International School MUSCAT</p> <p>Related concept: choice, balance, habit/routine</p>			<p>Related concepts: plants, transformation, conservation</p>		<p>Related concepts: changes of state, properties</p>
Lines of Enquiry	<ul style="list-style-type: none"> The impact of healthy and unhealthy choices in our daily routines (diet, exercise, rest, hygiene) Relationship between food and energy (Digestive system and nutrition) Ways to improve physical health 	<ul style="list-style-type: none"> Different types of maps, purpose and key elements. How and why maps change over time. The impact of technology on maps 	<ul style="list-style-type: none"> Different ways we view and appreciate arts Learning processes in creating art Using our imagination to express ourselves 	<ul style="list-style-type: none"> Structure and composition of plants The importance of plants for all living things Developing sustainable practices 	<ul style="list-style-type: none"> Different types of communities and environments The impact of the environment in creating communities The relationship of our location to natural resources 	<ul style="list-style-type: none"> Conditions that cause physical and chemical changes in matter How societies take advantage of the properties of matter Sustainable use of materials
Learner Profile	<ul style="list-style-type: none"> Balanced Reflective 	<ul style="list-style-type: none"> Thinker Knowledgeable 	<ul style="list-style-type: none"> Open-minded Communicator 	<ul style="list-style-type: none"> Caring Inquirer Reflective 	<ul style="list-style-type: none"> Caring Inquirer 	<ul style="list-style-type: none"> Thinker Inquirer Knowledgeable
ATL Focus	<p>Thinking Skills: metacognitive skills</p> <p>Communication Skills: Reading</p> <p>Self-Management Skills: Organization, Perseverance</p>	<p>Research Skills: Formulating Questions, Organizing Data.</p> <p>Self-Management Skills: Spatial Awareness.</p> <p>Thinking Skills: Application.</p> <p>Social Skills: Cooperating.</p> <p>Communication Skills: Speaking, Writing.</p>	<p>Research Skills: Formulating Questions, Organizing Data.</p> <p>Self-Management Skills: Spatial Awareness, State of Mind</p> <p>Thinking Skills: Creative skills</p> <p>Social Skills: Cooperating.</p> <p>Communication Skills: Speaking, Writing.</p>	<p>Research skills: media literacy</p> <p>Thinking skills: metacognitive skills</p> <p>Self management: organisation</p>	<p>Thinking skills: Transfer</p> <p>Communication skills: Speaking, Listening</p> <p>Self management: Reflection</p>	<p>Research skills: Media Literacy</p> <p>Thinking skills: Critical thinking</p> <p>Communication skills:</p> <p>Self management: Organisation</p>
Subjects	PSPE, Science, Language (English & Arabic), Math	Social Studies, Science, Language (English & Arabic), Math, Visual Arts	Visual Arts, Language (English & Arabic), Math, PSPE.	Science, Language (English & Arabic), Math, Visual Arts	Social Studies, Science, Language (English & Arabic), Math	Science, Social Studies, Language (English & Arabic)
Length	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks