

OPIS PROGRAMME OF INQUIRY PYP 3 (2021-22)

PYP 3 Transdisciplinary Theme	Unit 1 Who We Are	Unit 2 How Do We Organise Ourselves	Unit 3 Sharing the Planet	Unit 4 How Do We Express Ourselves	Unit 5 How the world works	Unit 6 Where we are in place and time
	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Unit Title	Homes	Waste Management	Water	Voice	Earth Structure	Heritage
Central Idea	Physical and cultural environments influence the design and understanding of what a home is.	The use and disposal of materials have an impact on the environment.	Finite resources must be shared and protected.	Our voice is an important form of expression to communicate different ideas, emotions, and feelings.	Changes in the Earth's Structure have an effect on people and the environment.	Family histories provide an insight into cultural and personal identity.
Literacy	Genre/text type: descriptive writing; informational text	Genre/Text type: Expository writing/ Cause and effect	Persuasive writing / story writing to persuade a community	Narrative writing / Fiction text writing	Expository writing / Describe and explain	Interview / writing and conducting
Key and related concepts	<p>Form: What is it like? Most things have a form or shape with an outward or visible manifestation and an internal structure.</p> <p>Connection: How is it connected to other things? Arts are a universal language by which we can communicate within and across cultures.</p> <p>Perspective: What are the different points of view? Knowledge is moderated by perspectives. Different perspectives lead to different</p>	<p>Form: What is it like? Most things have a form or shape with an outward or visible manifestation and an internal structure.</p> <p>Function: How does it work? The special activities, properties or purposes, natural or endowed, of a creature or thing.</p>	<p>Function: How does it work? Everything has a purpose, a role, or a way of behaving that can be investigated</p> <p>Causation: Why is it like this? Things do not just happen. There are causal relationships at work and actions have consequences.</p> <p>Responsibility: What is our responsibility? People make choices based on their understanding and the actions they take as a result do make a difference.</p>	<p>Form: What is it like? Most things have a form or shape with an outward or visible manifestation and an internal structure.</p> <p>Connection: How is it connected to other things? Arts are a universal language by which we can communicate within and across cultures.</p> <p>Related concepts: sound, vibration</p>	<p>Change: How is it changing? Change is the process of movement from one state to another. It is universal and inevitable.</p> <p>Causation: Why is it like this? Things do not just happen. There are causal relationships at work and actions have consequences.</p> <p>Connection: How is it connected to other things? We live in a world of interacting systems in which the actions of</p>	<p>Form: What is it like? The recognisable features of individuals, groups, historical periods and environments.</p> <p>Connection: How is it connected to other things? We live in a world of interacting systems in which the actions of any individual element affect others.</p> <p>Perspective: What are the different points of view? Knowledge is moderated by perspectives. Different perspectives lead to different</p>



	<p>interpretations of understandings and findings. Perspectives may be individual, group, cultural or disciplinary.</p> <p>Related concept: diversity, home, cultural identity</p>	<p>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.</p> <p>Related concepts: transformation, biodegradable, natural and man-made materials.</p>	<p>Related concepts: fairness, conservation, changes of state</p>		<p>any individual element affect others.</p> <p>Related concepts: movement, system, tectonic plate movement, geography</p>	<p>interpretations, understandings and findings. Perspectives may be individual, group, cultural or disciplinary.</p> <p>Related concepts: Chronology, history, tradition</p>
Lines of Enquiry	<ul style="list-style-type: none"> The ways the physical and cultural environment shape the design of a home (<i>materials, different types of houses, shape, design, layout, colour</i>) Different perspectives on what a home is The ways homes changed throughout time 	<ul style="list-style-type: none"> The waste cycle: biodegradable and non-biodegradable The impact on non-biodegradable waste on the environment. Environmentally efficient waste management: reduce, reuse, recycle. 	<ul style="list-style-type: none"> Elements of water Sources, distribution and usage of water Responsibilities regarding usage of water 	<ul style="list-style-type: none"> Voice as a form of expression The use of voice in the development of characters Properties of sound 	<ul style="list-style-type: none"> The interrelation between the different components of the Earth Changes in the Earth Human response to the Earth's changes 	<ul style="list-style-type: none"> Family ancestry Artifacts, heirlooms or rituals that have meaning in a family Similarities and differences between generations within a family
Learner profile	<ul style="list-style-type: none"> Open-minded Reflective Knowledgeable 	<ul style="list-style-type: none"> Knowledgeable Principled 	<ul style="list-style-type: none"> Balanced Principled Reflective 	<ul style="list-style-type: none"> Communicator Courageous Knowledgeable 	<ul style="list-style-type: none"> Inquirer Thinker Reflective 	<ul style="list-style-type: none"> Caring Open-minded Communicator
ATL focus	<p>Communication skills: Listening, Interpreting, Speaking</p> <p>Thinking skills: Evaluating, Forming decisions</p> <p>Research skills: Data gathering</p>	<p>Communication skills: Reading, Writing</p> <p>Research skills: Formulating questions, Planning, Interpreting data</p> <p>Self-management: Organization</p> <p>Social skills: Cooperating, Group decision-making</p>	<p>Communication skills: Listening, speaking, reading and writing</p> <p>Self-management: Spatial awareness</p>	<p>Communication skills: Listening, speaking, reading and writing.</p> <p>Research skills: Observing & Planning</p> <p>Self-management: Codes of behaviour & Organization</p> <p>Social skills: Adopting a variety of group roles:</p> <p>Thinking skills: Comprehension & Acquisition of knowledge</p>	<p>Communication skills: Writing & Non-verbal communication</p> <p>Research skills: Formulating questions</p> <p>Self-management: Codes of behaviour</p> <p>Social skills: Respecting others</p> <p>Thinking skills: Comprehension & Application</p>	<p>Research skills: Planning, Collecting data, Recording data, Organizing data, Interpreting data</p> <p>Self-management: Codes of behaviour</p> <p>Social skills: Accepting responsibility, Resolving conflict, Group decision-making, Adopting a variety of group roles</p> <p>Thinking skills: Acquisition of knowledge & Comprehension</p>
Subjects	Social Studies, Math, Language (Arabic & English), Visual Arts/Design, PSPE	Science, Math, Language (Arabic & English), Visual Arts/Design	Science, Math, Language (Arabic & English)	Science, Music, Math, Language (Arabic & English), PSPE	Science, Social Studies, Math, Language (Arabic & English), Visual Arts/Design	Social Studies, Math, Language (Arabic & English), Visual Arts/Design, PSPE
Length (apx)	7 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks