

INFINIA WORLD SCHOOL

Programme of Inquiry 2026 – 27

A note for parents

At Infinia we set out to educate the whole child: a sharp, curious mind and a capable, kind human being. This document is the map of that journey, from the age of three to the end of primary school. We are sharing it openly because we want you to see exactly what your child will explore with us, and why.

We teach through the International Baccalaureate Primary Years Programme, which learns by inquiry. Rather than memorising facts in isolation, children investigate big ideas across six themes that return every year: who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and how we share the planet. Each year the same themes come back at a deeper level, so understanding compounds rather than resets.

Concepts that build a thinker. We believe a young child is capable of far more than is often expected. So our science and our understanding of society climb deliberately, and they begin early. Children meet the ideas that make the world work: why things fall and grip (gravity and friction), what everything is made of (solids, liquids and gases, then particles and atoms), how the Earth moves within the solar system, the laws of motion, how societies are governed, how money and trade work, and how a country like India came to be. By the end of primary school, an Infinia child can reason about why the world behaves as it does.

Skills that build a capable adult. An education is incomplete if a child can explain gravity but cannot tie their shoelaces. Running through every year is a ladder of real life skills: using cutlery and table manners, dressing and grooming, tying laces and a tie, road safety, cooking a simple meal, handling money and budgeting, speaking in public, and, in the final year, planning and running a small real enterprise. You will find these in the Life skills and habits row of every unit.

What a modern childhood needs. Alongside the timeless, we deliberately build what today's world asks for: emotional awareness and well-being, kindness and resilience; sensible, safe habits around screens, information and artificial intelligence; care for money; care for the planet; and a confident Indian identity that is at home in the wider world.

Always a path to go further. Wherever a curious child wants to reach beyond the lesson, we have a path ready. The Going further row in each unit holds the stretch questions we use to extend the children who are hungry for more. Our promise is simple: your child will cover everything expected of a strong primary education, and a great deal more.

The six themes, and how to read this document

Each grade is shown as a single table. The columns are the six themes; the rows describe each unit within them. In the lines of inquiry, the words in brackets, for example "(Causation: gravity)", name the thinking concept behind the inquiry. The seven thinking concepts used across the programme are Form, Function, Causation, Change, Connection, Responsibility and Perspective, and they are balanced across each year. The six themes are described once below and are not repeated in every table.

Theme	What it explores
Who We Are	An inquiry into identity as individuals and as part of a collective through: physical, emotional, social, and spiritual health and well-being; relationships and belonging; learning and growing.
Where We Are in Place & Time	An inquiry into histories and orientation in place, space and time through: periods, events, and artefacts; communities, heritage, culture, and environment; natural and human drivers of movement, adaptation, and transformation.
How We Express Ourselves	An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity; personal, social, and cultural modes and practices of communication; intentions, perceptions, interpretations, and responses.
How the World Works	An inquiry into understandings of the world and phenomena through: patterns, cycles, systems; diverse practices, methods, and tools; discovery, design, innovation: possibilities and impacts.
How We Organize Ourselves	An inquiry into systems, structures, and networks through: interactions within and between social and ecological systems; approaches to livelihoods and trade practices, intended and unintended consequences; representation, collaboration, and decision-making.
Sharing the Planet	An inquiry into the interdependence of human and natural worlds through: rights, responsibilities, and dignity of all; pathways to just, peaceful, and reimagined futures; nature, complexity, coexistence, and wisdom.

Early Years 1 ages 3 to 4

Transdisciplinary theme	Who We Are	How We Express Ourselves	How the World Works	Sharing the Planet
Unit order	Unit 1	Unit 2	Unit 3	Unit 4
Central idea	Learning about myself helps me grow.	People express their feelings through different creative forms.	Natural patterns help us understand and make sense of our world.	Living things have needs and depend on care from each other.
Lines of inquiry	Parts of the body (Form: Development) Identifying likes and dislikes (Perspective: Opinion) Being mindful and appreciating myself and others (Responsibility: Appreciation)	Different feelings people have (Form: Feelings) Expressing feelings through art (Perspective: Expression) Sharing ideas creatively and differently (Function: Creativity)	Causes of day and night (Causation: Cycle) How weather changes over time (Change: Pattern) How weather affects our lives (Connection: Environment)	Characteristics of living and non-living things (Form: Living and non-living) Needs of living things for survival and growth (Function: Survival) How caring for living things supports their well-being (Responsibility: Care)
Specific concepts	Form, Perspective, Responsibility	Form, Perspective, Function	Causation, Change, Connection	Form, Function, Responsibility
Additional concepts	Development, Opinion, Appreciation	Feelings, Expression, Creativity	Cycle, Pattern, Environment	Living things, Survival, Care
Learner profile	Caring, Balanced, Open-minded	Communicator, Risk-taker, Thinker	Inquirer, Thinker, Knowledgeable	Caring, Reflective, Principled
ATL skills	Social Skills, Self-management Skills	Communication Skills, Thinking Skills	Thinking Skills, Research Skills	Research Skills, Self-management Skills
Subject focus	PSPE, Science	Arts, Language	Science, Arts	Science
Subject integration	Language: Vocabulary related to body parts; likes and dislikes; scribbling and drawing (pre-writing). Mathematics: Sorting our likes and dislikes; sequencing daily routines. Science: Identifying body parts and demonstrating how they are used. PSPE: Basic hygiene; participation. Arts: Self-portraits, emotion masks, body-painting collages.	Language: Story retelling, role-play, feelings vocabulary. Arts: Music, dance and colour expression: creating and responding. Mathematics: Pattern recognition in art and music. PSPE: Movement and creative expression through physical play.	Science: Day and night cycles, weather observation, seasons. Mathematics: Weather graphs, sun and moon shape recognition, data collection. Language: Weather vocabulary, descriptive language, weather reports. Arts: Weather collage, observational drawing of the sky.	Science: Plant and animal needs; habitats and survival. Social Studies: Caring roles: stewardship of living things. Mathematics: Counting plants; sequencing watering schedules. Arts: Leaf printing, nature drawings, sculpture from natural materials. Language: Informational books about animals; labelling and describing.
Life skills & habits	Washing hands, using a spoon, drinking from an open cup, putting on shoes, saying please and thank you, tidying toys away.	Sharing materials, taking turns, asking for what we need in words.	Dressing for the weather; noticing that dropped things always fall down (a first sense of gravity).	Watering a plant, handling animals gently, not wasting food.
Going further (stretch)	<i>Where do feelings come from, and can we feel two things at once?</i>	<i>Can we show "happy" or "sad" without using any words?</i>	<i>Why does it get dark at night, and where does the sun go?</i>	<i>Can a toy grow the way a plant does? Why not?</i>
SDG links	SDG 3 Good Health & Well-being	SDG 4 Quality Education	SDG 13 Climate Action	SDG 15 Life on Land
Field trip / guest	Guest speaker: doctor	Visual arts or drama with school teacher	Nature walk and class weather station	Class pet visit / school garden

Note. Early Years follows the IB minimum of four units, with Who We Are and How We Express Ourselves explored every year. Themes not scheduled this year (Where We Are in Place & Time; How We Organize Ourselves) are explored in another Early Years year.

Early Years 2 ages 4 to 5

Transdisciplinary theme	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works
Unit order	Unit 1	Unit 4	Unit 2	Unit 3
Central idea	Healthy habits and supportive relationships nurture our overall well-being.	Toys and games have changed over time.	Stories help us shape ideas and feelings.	Forces and energy make things move and do work in our world.
Lines of inquiry	Habits that keep us healthy (Responsibility: Choice) The effect of family and friends (Causation: Relationship) Happy relationships and well-being (Connection: Well-being)	Types of toys and games (Form: Role) Changes in toys and games over time (Change: Innovation) How toys and games connect us across cultures (Connection: Interaction)	Different types of stories (Form: Story) Stories from different cultures (Connection: Culture) Different ways of presenting a story (Perspective: Interpretation)	Pushes and pulls (Causation: Force) How objects move (Function: Motion) Simple machines in daily life (Connection: Energy)
Specific concepts	Responsibility, Causation, Connection	Form, Change, Connection	Form, Connection, Perspective	Causation, Function, Connection
Additional concepts	Choice, Relationships, Well-being	Role, Innovation, Interaction	Storytelling, Culture, Interpretation	Force, Motion, Energy
Learner profile	Balanced, Reflective, Caring	Open-minded, Risk-taker, Principled	Communicator, Open-minded, Reflective	Inquirer, Thinker, Knowledgeable
ATL skills	Self-management Skills, Social Skills, Communication Skills	Research Skills, Communication Skills	Communication Skills, Thinking Skills	Thinking Skills, Research Skills
Subject focus	PSPE, Social Studies, Science	PSPE, Social Studies	Social Studies, Arts, Language	Science
Subject integration	PSPE: Healthy and unhealthy habits; basic hygiene; safe and unsafe places. Science: Food groups, basic nutrition. Mathematics: Healthy-plate fractions (introducing one half); sorting healthy and unhealthy food; creating a daily routine. Language: Creating health posters; discussing healthy habits in full sentences. Social Studies: Classroom essential agreements; roles and responsibilities.	PSPE: How games have changed over time; responsible behaviour such as taking turns. Mathematics: Shapes and space. Social Studies: Old and new toys and change over time.	Language: Sequencing stories, retelling with a beginning, middle, and end; characters and settings. Arts: Puppet theater to retell cultural stories; responding to visual art. Social Studies: Cultural stories and their messages; storytelling traditions around the world. Mathematics: Identifying patterns in story structure.	Science: Investigating push and pull; exploring simple machines and motion. Mathematics: Measuring distance moved; recording results; comparing near and far. PSPE: Playground forces: running, jumping, pushing, catching. Language: Vocabulary of force and motion; procedural writing for experiments.
Life skills & habits	Fork and spoon together, pouring without spilling, folding a napkin, buttoning fully, packing one's own bag, table manners, and crossing a road holding an adult's hand.	Playing fairly, taking turns, tidying up after play, and following simple rules.	Listening while others speak, expressing a preference, telling a short story aloud.	Pushing in chairs, carrying objects safely, and knowing why we hold the rail on stairs.
Going further (stretch)	<i>What happens to food after we eat it?</i>	<i>What did children play with before there were screens?</i>	<i>Can the same story be told in two different ways?</i>	<i>Why does a rolling ball slow down and stop, and why do we fall down and not up? (gravity and friction)</i>
SDG links	SDG 3 Good Health & Well-being	SDG 4 Quality Education	SDG 4 Quality Education	SDG 9: Industry, Innovation & Infrastructure
Field trip / guest	Guest speaker: dentist or nutritionist	Grandparents' toys and games session	Parent or storyteller from a different culture	Tug of war and ramp investigation

Note. Four units, with Who We Are and How We Express Ourselves, are explored every year. Themes not scheduled this year (How We Organize Ourselves; Sharing the Planet) are explored in another Early Years.

Early Years 3 ages 5 to 6

Transdisciplinary theme	Who We Are	How We Express Ourselves	How the World Works	How We Organize Ourselves
Unit order	Unit 1	Unit 3	Unit 2	Unit 4
Central idea	Our senses help us explore the world and support well-being.	Creative expression reflects cultural heritage and personal experience.	Living things grow and change through predictable life cycles.	Communities design systems and services to meet the needs of their people.
Lines of inquiry	The five senses (Form: Sense organs) Using our senses to explore and learn (Function: Role) Responsibility towards caring for our senses (Responsibility: Care)	Forms of creative expression (Form: Expression) Messages communicated through the arts (Function: Communication) Understanding different cultures' heritage (Perspective: Cultural modes)	Life-cycle stages (Form: Cycle) Growth and change in living things (Change: Growth) Factors that influence life cycles (Causation: Survival)	Community roles and services (Function: Role) Responsibilities of community members (Responsibility: Cooperation) Systems that support community life (Connection: Systems)
Specific concepts	Form, Function, Responsibility	Form, Function, Perspective	Form, Change, Causation	Function, Responsibility, Connection
Additional concepts	Sense organs, Role, Care	Expression, communication, and Cultural modes	Life cycle, Growth, Survival	Roles, Cooperation, Systems
Learner profile	Inquirer, Caring, Knowledgeable	Communicator, Risk-taker, Open-minded	Inquirer, Thinker	Reflective, Principled
ATL skills	Self-management Skills, Thinking Skills	Communication Skills, Thinking Skills	Research Skills, Self-management Skills	Social Skills, Thinking Skills
Subject focus	PSPE, Science	Social Studies, Arts, Language	Science	Social Studies
Subject integration	Science: The sense organs and their functions. PSPE: Identifying the sense organs and demonstrating how they are used. Language: Keeping a journal of our exploration.	Arts: Folk art forms; cultural music and dance performance. Language: Poetry inspired by culture; descriptive writing about art forms; reading and responding to stories; discussing celebration and heritage. Social Studies: Cultural expression and artistic traditions across communities.	Science: Life-cycle investigations: labeling diagrams of butterflies, plants, and humans. Mathematics: Sequencing stages; sequencing numbers and creating patterns. Language: Informational writing about life cycles.	Social Studies: Community helpers, services, and systems; civic responsibility; how people and things move (transport). Language: Interview writing; creating informational texts about community roles. Mathematics: Data collection about community needs. PSPE: Collaboration and responsibility.
Life skills & habits	Beginning to tie shoelaces, spreading with a butter knife, wiping one's own spills, dressing fully, recognizing coins, asking an adult for help, and greeting visitors politely.	Performing in front of others, taking part with confidence, appreciating others' work.	Planting and tending a seed, observing it over time, and practising patience.	Helping classmates, simple classroom jobs, queuing, road sense.
Going further (stretch)	<i>How do people who cannot see or cannot hear explore the world?</i>	<i>Why do different communities celebrate in such different ways?</i>	<i>Do all living things grow and change in the same way?</i>	<i>What would happen if no one collected the rubbish?</i>
SDG links	SDG 3 Good Health & Well-being	SDG 4 Quality Education	SDG 3 Good Health & Well-being	SDG 16 Peace & Justice
Field trip / guest	Guest speaker: ENT specialist	Heritage handloom / folk artist visit	Butterfly garden / plant nursery	Community walk: fire station or post office

Note. Four units, with Who We Are and How We Express Ourselves, are explored every year. Themes not scheduled this year (Where We Are in Place & Time; Sharing the Planet) are explored in another Early Years year. Across Early Years 1 to 3, every transdisciplinary theme is explored at least once.

PYP Year 1 ages 6 to 7

Transdisciplinary theme	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Unit order	Unit 1	Unit 5	Unit 3	Unit 4	Unit 2	Unit 6
Central idea	Documenting ourselves helps us understand who we are and where we have come from.	Homes evolve over time, shaped by culture and environment.	People express their ideas and feelings through a variety of creative forms.	Materials have properties that determine how they are used, and can change state.	Organisation is essential for the well-being of a community.	Living things depend on each other and on a healthy environment to survive.
Lines of inquiry	My personal history (Form: Identity) Changes we experience (Change: Growth) The impact of changes on our lives (Connection: Well-being)	Types of houses (Form: Structure) How houses are designed to adapt to the environment (Causation: Adaptation) How culture shapes homes (Connection: Culture)	Forms of creative expression (Form: Expression) The purpose behind artistic expression (Function: Communication) Interpreting messages in art (Perspective: Creativity)	Properties of different materials (Form: Properties) How materials change state: solids, liquids and gases (Change: States of matter) Uses and applications of materials (Function: Use)	The importance of being organised (Function: Organisation) The structure of an organisation (Connection: Roles) Being a responsible part of an organisation (Responsibility: Cooperation)	The needs of living things to survive (Function: Survival) How living things depend on each other (Connection: Food chain) Human responsibility for the environment (Responsibility: Stewardship)
Specific concepts	Form, Change, Connection	Form, Causation, Connection	Form, Function, Perspective	Form, Change, Function	Function, Connection, Responsibility	Function, Connection, Responsibility
Additional concepts	Identity, Growth, Well-being	Structure, Adaptation, Culture	Expression, Communication, Creativity	Properties, States of matter, Materials	Organisation, Roles, Cooperation	Survival, Food chain, Stewardship
Learner profile	Inquirer, Caring, Reflective	Inquirer, Open-minded	Communicator, Risk-taker	Thinker, Inquirer	Principled, Caring	Caring, Knowledgeable
ATL skills	Social Skills, Self-management skills, Communication Skills	Research Skills, Social Skills, Communication Skills	Communication Skills, Thinking Skills	Thinking Skills, Research Skills	Social skills, Communication Skills	Research Skills, Self-management Skills
Subject focus	PSPE, Social Studies	Social Studies, Mathematics, Science, PSPE	Social Studies, Arts	Science	Social Studies	Science
Subject integration	PSPE: Emotional well-being. Language: Reflective journals; feelings vocabulary; oral storytelling about ourselves. Arts: Identity collage: self-portraits using mixed media. Social Studies: Family structures and histories; cultural identity. Mathematics: Graphing likes and dislikes; sorting by personal attributes. ICT: Creating digital identity posters; photo journals.	Social Studies: Where I live, my town, India on a map, and the four directions; how infrastructure depends on geographical features. Science: The structure of houses. Mathematics: Shape and space. Arts: Making different types of houses.	Arts: Mixed-media artwork, exploring colour, texture, form, and movement. Language: Creative writing inspired by artworks; writing artist statements. Social Studies: Art across cultures: recognising meaning in cultural artworks. ICT: Stop-motion story creation; digital art using drawing tools. Mathematics: Symmetry and pattern in art; sorting and classifying art forms.	Science: Testing material properties: hardness, flexibility, transparency, absorbency; melting and freezing. Mathematics: Sorting and classifying materials; recording and comparing data on bar graphs. Language: Scientific report writing; vocabulary of material properties. ICT: Material-testing videos; creating digital slides of results. Arts: Sculpture using diverse materials; exploring texture in 2D and 3D work.	Social Studies: Community structures, roles, and systems for meeting shared needs. Mathematics: Surveys, graphs, and flowcharts about community services; data interpretation. Language: Informational writing about community helpers; persuasive letters. ICT: Online survey forms; creating digital community maps. Arts: Community role-play and dramatic arts; mural design.	Science: Ecosystems, food chains, habitats, and the interdependence of species. Language: Persuasive writing (environmental appeals); research reports on endangered animals. Mathematics: Data analysis of species populations; habitat surveys. Arts: Habitat diorama construction; nature illustration. ICT: Documentary film clips; digital research.
Life skills & habits	Confident use of utensils and table manners, mastering shoelaces, correct toothbrushing, road-safety rules, and introducing oneself to a new person.	Knowing one's home address, basic map reading and directions, and keeping a space tidy.	Presenting work to an audience, giving and receiving kind feedback.	Safe handling of hot and cold things, careful experimenting, and cleaning up.	Classroom jobs, organizing belongings, simple planning, and teamwork.	Reducing waste, recycling, and caring for a class plant or garden.
Going further (stretch)	<i>How am I different from a year ago, and will I keep changing forever?</i>	<i>Why do homes in the hills, the desert, and the city look so different?</i>	<i>Can a piece of art say something that words cannot?</i>	<i>Where does a puddle go, and can ice, water, and steam really be the same thing?</i>	<i>How would you organize a class party so it is fair for everyone?</i>	<i>What happens to a whole food chain if one animal disappears?</i>

Transdisciplinary theme	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
SDG links	SDG 11 Sustainable Communities	SDG 11 Sustainable Communities	SDG 4 Quality Education	SDG 12 Responsible Consumption	SDG 16 Peace & Justice	SDG 15 Life on Land
Field trip / guest	Family heritage day / harvest-festival farm visit	Neighbourhood map walk	Art gallery / local craft workshop	Science lab / pottery studio	Visit to a bank or library	Nature reserve / working farm

PYP Year 2 ages 7 to 8

Transdisciplinary theme	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Unit order	Unit 1	Unit 6	Unit 3	Unit 4	Unit 5	Unit 2
Central idea	Understanding our emotions and values helps people build positive, healthy relationships.	Exploration has shaped how our world is connected today.	Media and stories shape the way people think, feel and act.	Energy exists in many forms and can be converted from one form to another.	Economic activities influence how communities function and develop.	Ecosystems depend on balanced interactions between living things.
Lines of inquiry	Types of emotions and responses (Form: Emotions) How emotions influence behaviour (Causation: Behaviour) Managing relationships responsibly (Responsibility: Relationships)	Reasons behind exploration (Causation: Exploration) The impact of explorers on societies (Change: Impact) Different perspectives on discovery (Perspective: Adaptation)	Forms of media and their messages (Form: Media) How the media communicates ideas (Function: Influence) Interpreting media critically, including what we see online (Perspective: Interpretation)	Forms of energy: light, heat, sound and movement (Form: Energy) How energy is converted and used (Function: Transformation) The responsible use of energy (Responsibility: Conservation)	Types of work: goods and services (Function: Production) How money, trade and saving work (Connection: Exchange) How spending choices, needs and wants affect communities (Responsibility: Economy)	The components of an ecosystem (Form: Biodiversity) The interdependence of organisms (Connection: Balance) Human impact on ecosystems (Responsibility: Conservation)
Specific concepts	Form, Causation, Responsibility	Causation, Change, Perspective	Form, Function, Perspective	Form, Function, Responsibility	Function, Connection, Responsibility	Form, Connection, Responsibility
Additional concepts	Emotions, Behaviour, Relationships	Exploration, Impact, Adaptation	Media, Influence, Interpretation	Energy, Transformation, Conservation	Economy, Production, Exchange	Biodiversity, Balance, Conservation
Learner profile	Balanced, Caring, Reflective	Inquirer, Knowledgeable, Open-minded	Communicator, Risk-taker, Reflective	Inquirer, Thinker	Principled, Knowledgeable	Caring, Thinker, Reflective
ATL skills	Social Skills, Communication Skills, Self-management Skills	Research Skills, Thinking Skills	Communication Skills, Thinking Skills, Research Skills	Thinking Skills, Research Skills	Social Skills, Communication Skills, Thinking Skills	Research Skills, Self-management Skills
Subject focus	PSPE, Social Studies	Social Studies, Science	Social Studies, Arts, Language	Science	Social Studies, Mathematics	Science
Subject integration	PSPE: Identifying and managing emotions; strategies for healthy relationships; mindfulness. Language: Diary writing to express feelings; vocabulary of emotional states. Arts: Emotion colour wheel; expressive artwork to represent feelings. Social Studies: Cultural perspectives on emotional expression and well-being. Mathematics: Collecting and graphing data on emotions over a week; interpreting data. ICT: Digital wellness tools; creating emotional-health resources.	Social Studies: Reading maps and routes; how transport and communication have changed over time. Language: Biography writing about explorers; comparative "then and now" texts. Science: Navigation. Mathematics: Position and distance. ICT: Interactive map creation; exploring virtual navigation tools.	Language: Media literacy: analyzing news, advertisements, and digital content. Arts: Creating advertisements and multimedia campaigns. Social Studies: How media shapes cultural identity and community values. ICT: Poster creation; producing short video advertisements; online-safety basics. Mathematics: Collecting data on media habits; creating and interpreting charts.	Science: Forms of energy: light, heat, sound, kinetic, and potential; energy transformation; the basics of electricity. Mathematics: Measuring and graphing energy usage; interpreting data charts. Language: Informational writing about renewable energy; vocabulary building. Social Studies: Energy access as a global equity issue; energy use around the world. ICT: Creating energy data visualizations; researching renewable solutions.	Social Studies: Economic systems, supply and demand, trade and fair exchange. Mathematics: Money calculations; budgeting; profit and loss; needs versus wants. Language: Persuasive writing about economic fairness; creating business proposals. ICT: Digital budgeting tools; researching ethical businesses online. Arts: Designing product packaging; exploring advertising design.	Science: Ecosystems, food webs, biomes, habitat destruction, and conservation. Language: Research report writing on endangered species; environmental appeals. Mathematics: Data analysis of biodiversity loss; graphing. Arts: Environmental-awareness installations and nature-themed illustration. ICT: Creating documentary clips about ecosystems; digital data dashboards.
Life skills & habits	Calming and mindfulness strategies, apologising and repairing a friendship, and active listening.	Using a map or compass, sending a letter or email, and planning a route.	Online-safety basics, kind digital behaviour, screen-time awareness, and spotting an advertisement.	Switching off to save energy: safe use of electrical devices.	Budgeting pocket money, separating needs from wants, and saving towards a goal, a first making-and-selling experience.	Composting, reducing plastic, and observing local wildlife.

Transdisciplinary theme	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Going further (stretch)	<i>Why can we feel happy and nervous at the same time?</i>	<i>How did people send news before the telephone, and what comes after the internet?</i>	<i>How can you tell whether something you see online is true?</i>	<i>Where does the electricity in your home come from, and can sound actually move things?</i>	<i>Why do some things cost much more than others?</i>	<i>What is your local ecosystem, and who lives in it?</i>
SDG links	SDG 3 Good Health & Well-being	SDG 9 Industry, Innovation & Infrastructure	SDG 4 Quality Education	SDG 7 Affordable & Clean Energy	SDG 8 Decent Work & Economic Growth	SDG 15 Life on Land
Field trip / guest	Mindfulness session with school counsellor	Railway station, airport or post office	Visit to a newspaper or media studio	Solar plant / science centre	Market visit / school enterprise sale	Wetland or forest field visit

Transdisciplinary theme	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Unit order	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Central idea	Personal beliefs and values influence the choices we make and shape our identity.	Our understanding of the past depends on the evidence we find and how we interpret it.	Creators make deliberate choices to connect with and move an audience.	Earth moves within a vast solar system, and gravity holds it all together.	Governance systems shape the rights, responsibilities and daily lives of citizens.	Human survival depends on the responsible stewardship of Earth's natural resources.
Lines of inquiry	Personal beliefs and values (Form: Values) How beliefs and values influence our choices (Connection: Choices) Respecting diverse perspectives (Perspective: Identity)	Characteristics of ancient civilisations, including the Indus Valley (Form: Civilisation) The role of geography in where civilisations settled (Connection: Settlement) Causes of the rise and decline of civilisations (Causation: Change)	How performers and artists make creative choices (Function: Craft) How culture and experience shape creative work (Connection: Culture) How audiences interpret and respond (Perspective: Interpretation)	Earth's rotation and revolution (Form: Movement) The solar system, the moon and the seasons (Connection: Pattern) Gravity as the force that holds the universe together (Causation: Gravity)	Types of governance, and how India is governed (Form: Governance) Functions of government and the Constitution (Function: Systems) Citizens' rights and responsibilities (Responsibility: Citizenship)	Types of natural resources (Form: Resources) Human impact on natural resources (Causation: Conservation) Sustainable practices for the future (Responsibility: Sustainability)
Specific concepts	Form, Connection, Perspective	Form, Connection, Causation	Function, Connection, Perspective	Form, Connection, Causation	Form, Function, Responsibility	Form, Causation, Responsibility
Additional concepts	Values, Choices, Identity	Civilisation, Settlement, Evidence	Craft, Culture, Audience	Movement, Pattern, Gravity	Governance, Systems, Citizenship	Resources, Conservation, Sustainability
Learner profile	Balanced, Open-minded, Reflective	Inquirer, Knowledgeable	Communicator, Open-minded, Risk-taker	Inquirer, Thinker	Principled, Communicator	Caring, Reflective, Thinker
ATL skills	Self-management Skills, Social Skills, Communication Skills	Research Skills, Thinking Skills	Communication Skills, Social Skills	Thinking Skills, Research Skills, Communication Skills	Communication Skills, Social Skills, Thinking Skills	Research Skill, Self-management Skills, Thinking Skills
Subject focus	PSPE, Social Studies	Social Studies	Social Studies, Arts	Science	Social Studies	Science, Social Studies
Subject integration	PSPE: Each person is unique; personal identity is expressed through personal choices. Language: Building vocabulary through listening and speaking; inferring values from stories and scenarios; role-play; interview skills. Social Studies: Cultural and religious beliefs; comparing values across societies. Mathematics: Collecting data on values and plotting it on a bar graph. Arts: Visual art that reflects personal identity and choices.	Social Studies: Ancient civilisations, including the Indus Valley; India's map and states. Language: Historical narratives; comparative writing about ancient and modern societies. Mathematics: Constructing detailed timelines; calculating periods of rise and decline. Arts: Creating replica artefacts; investigating the art and architecture of civilisations. ICT: Virtual archaeology tours; digital reconstruction of ancient sites.	Arts: Cultural dance, drama and music performance across cultures; making deliberate creative choices. Language: Cultural narratives and myths; writing and performing; artistic critique. Social Studies: How art reflects culture, identity and lived experience. ICT: Recording and editing performances; creating digital galleries. Mathematics: Geometric patterns in cultural art; symmetry and tessellation.	Science: Earth's rotation and revolution; the solar system and planets; the moon and tides; gravity; using tools and models to explain movement. Mathematics: Measuring time; scale; pattern and data handling. Language: Informative writing about space. Social Studies: Seasons around the world.	Social Studies: Government structures (democracy, monarchy, republic); India's government, the freedom struggle, the Constitution and national symbols; rights and duties. Language: Structured debates; researching and writing about constitutional systems. Mathematics: Election statistics; graphing and interpreting governance data. ICT: Creating a digital class constitution; e-voting simulations. Arts: Civic poster design; creating symbols of justice and community.	Science: Natural resources: renewable versus non-renewable; the water cycle; conservation strategies. Mathematics: Data graphs on resource depletion and sustainability trends. Language: Research-based writing; sustainability infographics and action plans. Social Studies: Global resource distribution and equity; indigenous land stewardship. ICT: Creating sustainability infographics; digital environmental campaigns.
Life skills & habits	Standing up for what is right, disagreeing respectfully, acting with integrity.	Reading a map of India, using evidence to form a view, asking strong questions.	Performing for an audience, rehearsing and refining, giving and taking critique.	Observing the night sky, using a globe or model, building a sense of scale.	Voting and fair decision-making, knowing basic rights, civic responsibility.	Saving water and electricity, sustainable choices, repairing rather than replacing.
Going further (stretch)	<i>Where do our values come from, and can they change over a lifetime?</i>	<i>How do we know about people who left no writing behind?</i>	<i>How does an artist make you feel something on purpose?</i>	<i>Why do the planets not fall, and what lies beyond our solar system?</i>	<i>What makes a rule fair, and who gets to decide?</i>	<i>What runs out, and what can we renew?</i>

Transdisciplinary theme	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
SDG links	SDG 16 Peace & Justice	SDG 11 Sustainable Cities & Communities	SDG 10 Reduced Inequalities	SDG 9 Industry, Innovation & Infrastructure	SDG 16 Peace & Justice	SDG 12 Responsible Consumption
Field trip / guest	Guest speaker on beliefs and values	Museum / archaeological site	Theatre / folk performance	Planetarium / observatory	Local government office / panchayat	Water-treatment or recycling plant

PYP Year 4 ages 9 to 10

Transdisciplinary theme	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Unit order	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Central idea	The interdependence between human body systems affects health and survival.	The ability to adapt influences how people respond to challenges.	Artistic expression is shaped by historical contexts and cultural perspectives.	Everything is made of particles too small to see, and this explains how matter behaves.	Economic systems shape access to resources and determine opportunities for communities.	Earth's systems are deeply interconnected and profoundly affected by human activity.
Lines of inquiry	The systems in the body (Function: Systems) The interdependence of body systems (Connection: Interconnectedness) Safeguarding our body systems (Responsibility: Care)	The reasons people and communities face new situations (Causation: Challenges) How change is an expression of choice and agency, not only circumstance (Change: Culture) How adaptation Shapes identity, belonging and well-being (Perspective, Adaptation)	Art forms across cultures and history (Form: Art) Purpose and meaning in artistic expression (Function: Expression) Interpreting meaning in art (Perspective: Interpretation)	Everything is made of tiny particles (Form: particles). How particles explain the states of matter (Change: States) Mixtures, solutions and changes (Function: Reactions)	Types of economic systems (Form: Economics) The distribution of resources and opportunities (Connection: Equity) Responsible economic decision-making (Responsibility: Trade)	Earth's natural systems and processes (Form: Systems) Human impact on Earth's systems (Causation: Interdependence) Conservation and restoration (Responsibility: Conservation)
Specific concepts	Function, Connection, Responsibility	Causation, Change, Perspective	Form, Function, Perspective	Form, Change, Function	Form, Connection, Responsibility	Form, Causation, Responsibility
Additional concepts	Systems, Interconnectedness, Care	Challenges, Culture, Adaptation	Art, Expression, Interpretation	Particles, Matter, Solutions	Economics, Equity, Trade	Systems, Interdependence, Conservation
Learner profile	Balanced, Reflective, Knowledgeable	Inquirer, Risk-taker, Caring	Communicator, Reflective, Open-minded	Thinker, Inquirer	Principled, Thinker	Caring, Thinker, Principled
ATL skills	Thinking Skills, Self-management skills	Research Skills, Thinking Skills, Communication Skills	Communication Skills, Thinking Skills, Research Skills	Research Skills, Thinking Skills, Self-management Skills	Thinking Skills, Communication Skills, Social Skills	Research Skills, Thinking Skills, Self-Management Skills
Subject focus	PSPE, Science	Social Studies	Social Studies, Arts	Science	Social Studies	Science
Subject integration	Science: Body systems and the organs involved; digestion; diagram drawing and labeling. PSPE: A healthy lifestyle, healthy habits, and a balanced diet. Language: Descriptive and explanatory writing. Mathematics: Heart rate and health data.	Social Studies: Global and historical migration patterns, push and pull factors, India's physical geography: rivers, the monsoon, regions, and climate. Language: Reflective creative writing from a migrant's perspective; biography. Mathematics: Analysing migration statistics; visualising data on displacement. Arts: Exploring cultural fusion in art; migration through visual storytelling. ICT: Interactive story maps of migration routes; documentary creation.	Arts: Historical art movements: Renaissance, Impressionism, Aboriginal, Islamic, and Indian. Language: Writing art critiques; analysing cultural narratives in literature. Social Studies: The historical context of artistic movements and their social significance. ICT: Virtual gallery curation; creating digital art-critique presentations. Mathematics: The golden ratio and proportion in art; geometric patterns across cultures.	Science: The particle model of matter states that matter is explained by particles, mixtures, solutions, and dissolving. Mathematics: Measurement and data. Language: Scientific explanation writing. ICT: Particle simulations.	Social Studies: Global economic systems: capitalism, socialism, and mixed economies; the digital economy. Mathematics: Trade calculations; analysing economic inequality through data. Language: Structured debate on economic fairness; position papers. ICT: Business simulation tools, modeling economic scenarios digitally, and understanding a digital footprint. Arts: Social-commentary art; visual representations of economic inequality.	Science: Earth's interconnected systems: atmosphere, hydrosphere, biosphere, and geosphere; climate. Language: Researching and writing environmental impact reports and action plans. Mathematics: Interpreting climate-data graphs and statistical analysis of environmental change. Social Studies: Climate justice and the relationship between development and environmental impact. ICT: Creating climate-change documentaries and building interactive data dashboards.

Transdisciplinary theme	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Life skills & habits	Cooking a simple cooked meal under supervision, reading nutrition labels, building exercise habits.	Reading physical maps, understanding climate and weather patterns, empathy across cultures.	Critiquing respectfully, curating a collection, and arguing a point of view about art.	Careful measurement, safe mixing, and following a written method.	Comparing prices and value, doing basic online research, and keeping personal information private.	Carbon-aware choices, a climate-action project, and advocacy.
Going further (stretch)	<i>What happens inside you when you run, and how do your systems depend on one another?</i>	<i>How did India's rivers decide where its great cities grew?</i>	<i>Why did art change so dramatically across human history?</i>	<i>If you kept cutting something in half forever, what is the smallest piece? (towards the atom)</i>	<i>Why are some countries rich and others poor, and can that change?</i>	<i>How does cutting down a forest change the air and water far away?</i>
SDG links	SDG 3 Good Health & Well-being	SDG 10 Reduced Inequalities	SDG 4 Quality Education	SDG 12 Responsible Consumption	SDG 8 Decent Work & Economic Growth	SDG 13 Climate Action
Field trip / guest	Hospital / health centre	River, dam or geography field study	Art museum / heritage site	Chemistry lab demonstration	Local enterprise / market study	Climate or ecology field study

PYP Year 5 ages 10 to 11 | includes the PYP Exhibition

Transdisciplinary theme	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Unit order	Unit 1	Unit 5	Unit 6 (culminating)	Unit 3	Unit 4	Unit 2
Central idea	Preparing for inevitable changes can lead to physical and emotional well-being.	Technological advancement transforms societies and redefines the human experience across time.	EXHIBITION: learners draw together their PYP learning to inquire into, and take action on, an issue that matters.	Scientific laws explain how our world works and drive innovation.	Entrepreneurship and enterprise drive economic development and shape community opportunities.	Global challenges demand collaborative, equitable and sustainable action from all of humanity.
Lines of inquiry	The biological changes we experience (Change: Growth) The relationship between biological changes and emotional well-being (Connection: Well-being) Preparedness for inevitable changes (Responsibility: Informed choices)	The evolution of technology over time (Change: Innovation) Reasons for technological advancement (Causation: Progress) The impact of technology across different societies (Connection: Transformation)	Student-developed (each group writes its own lines of inquiry, commonly spanning causation, connection, perspective and responsibility)	Forces and motion: Newton's laws and inertia (Causation: Force) Matter, atoms and elements (Form: Atoms) The scientific method as a way of building knowledge (Function: Method)	Characteristics of entrepreneurial thinking (Form: Entrepreneurship) How business systems and markets function and interact (Connection: Interdependence) Ethical and sustainable enterprise and its impact on communities (Responsibility: Sustainability)	Global environmental and social challenges (Connection: Interdependence) Causes and consequences of global crises (Causation: Complexity) Collective action for a sustainable future (Responsibility: Action)
Specific concepts	Change, Connection, Responsibility	Change, Causation, Connection	Student-selected from the seven key concepts	Causation, Form, Function	Form, Connection, Responsibility	Connection, Causation, Responsibility
Additional concepts	Growth, Well-being, Informed choices	Innovation, Progress, Transformation	Student-selected	Newton's laws, Atoms, Scientific method	Entrepreneurship, Interdependence, Sustainability	Sustainability, Equity, Action
Learner profile	Balanced, Reflective, Open-minded	Inquirer, Thinker, Communicator	All ten attributes	Inquirer, Thinker, Knowledgeable	Principled, Risk-taker, Communicator	Inquirer, Principled, Caring
ATL skills	Self-management Skills, Social Skills, Communication Skills	Research Skills, Thinking Skills, Communication Skills	All five categories	Research Skills, Thinking Skills, Self-management Skills	Communication Skills, Thinking Skills, Social Skills	Research Skills, Social Skills, Self-management Skills
Subject focus	Science, PSPE	Social Studies, Science	Transdisciplinary	Science	Social Studies, Mathematics	Science, Social Studies

Transdisciplinary theme	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Subject integration	PSPE: Physical, cognitive and emotional development bring new challenges and responsibilities; resilience. Language: Reflective writing (diary entries). Science: The interconnectedness of biological changes and emotions.	Science: Innovation past, present and future. Mathematics: Technology-growth data graphs; statistical analysis of innovation trends. Arts: Futuristic design challenges; visual representation of technological progress. ICT: Digital timeline tools; coding basics; designing interactive technology histories; awareness of artificial intelligence. Robotics: Design thinking.	All subjects: Every subject is drawn upon in service of each student inquiry. The Exhibition is the culminating, student-directed experience of the PYP and is scheduled as the final unit of the year.	Science: Newton's three laws and inertia; atoms and elements; an introduction to the periodic table; electricity, forces and chemical reactions. Mathematics: Prototype measurements; statistical analysis; data-driven problem solving. Language: Scientific report writing; communicating innovation to a public audience. Social Studies: The ethics of scientific advancement; global access to innovation. ICT: 3D design and printing; programming basics; creating data presentations.	Social Studies: Entrepreneurship in diverse cultural contexts; how enterprises operate. Mathematics: Profit and loss calculations; creating and analysing real business data. Language: Writing business plans; creating pitch presentations; a basic resume and a mock interview. ICT: Business simulation tools; creating websites and digital business presentations. Arts: Brand identity design; marketing materials and awareness campaigns.	Science: Climate systems, water cycles, food security and biodiversity loss: the science behind global crises. Language: Research reports on global challenges; writing action-oriented proposals. Mathematics: Interpreting large-scale global data; environmental modelling and trend analysis. Social Studies: Global governance frameworks; equity and climate justice; child rights. Arts: Environmental-awareness art installations; documentary filmmaking. ICT: Creating websites, documentaries and digital action projects; critically evaluating information and AI-generated content.
Life skills & habits	Self-care and hygiene through change, managing stress, knowing when and how to seek help, building a growth mindset.	Adapting to new tools, weighing the pros and cons of technology, responsible and safe use.	Independent research, collaboration, project management, public presentation, taking real action.	Designing fair experiments, building and prototyping, reasoning from evidence.	Plan, pitch and run a real micro-venture, manage real money, negotiate, write a basic resume, sit a mock interview, lead a team.	Critically evaluating information and AI-generated content, advocacy, collaborative action.
Going further (stretch)	<i>Why do we all change at different times, and why is that completely fine?</i>	<i>What technology will define your adult life, and who will control it?</i>	<i>Self-directed, beyond-level inquiry is the entire purpose of the Exhibition.</i>	<i>Why does a seatbelt save your life (inertia), and what is everything ultimately made of (atoms)?</i>	<i>Can a business do good for the world and make money at the same time?</i>	<i>Which global problem will you help to solve, and how will you start?</i>
SDG links	SDG 3 Good Health & Well-being	SDG 9 Industry, Innovation & Infrastructure	Student-selected	SDG 7 Affordable & Clean Energy	SDG 8 Decent Work & Economic Growth	SDG 13 Climate Action; SDG 6 Clean Water; SDG 2 Zero Hunger
Field trip / guest	Adolescent health and wellness session	Innovation / robotics lab	Community mentors and subject experts	Science museum / engineering lab	Entrepreneur talk / enterprise market day	NGO visit / community action project

Note. The PYP Exhibition is the culminating, student-directed experience of the programme and is scheduled as the final unit of the year.